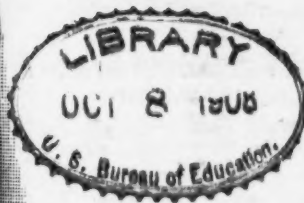


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# THE AMERICAN School Board Journal

October



October  
1908

VOL. XXXVII, No. 4

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WM. GEO. BRUCE  
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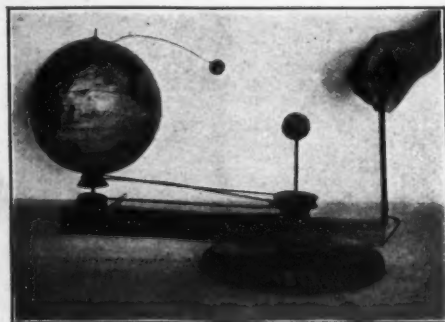
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## Our Only Candidate

On Aug. 12th we recommended Prin. Raymond McFarland of Leicester, Mass., as

## OUR ONLY CANDIDATE

for the vice-principalship of the high school at Ithaca, N. Y. On August 18th he came to Albany for a personal interview with Supt. Boynton, and on the 20th he received a telegram announcing his election to the position.

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ALBANY TEACHERS' AGENCY, 81 Chapel St., Albany, N. Y.

# School Board Journal

Founded 1890 by WILLIAM GEORGE BRUCE

VOL. XXXVII, No. 4

MILWAUKEE—New York—Chicago, OCTOBER, 1908

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### Discipline, Suspension and Expulsion.

The Kentucky statutes of 1903, Section 4367, require common school pupils to comply with legal regulations for their government and make willful disobedience or defiance of teachers' authority, etc., ground for suspension. Section 4473 authorizes school trustees to adopt such legal regulations as they may deem necessary. The trustees of a common school gave the principal general supervision over the pupils, and provided for annual commencement exercises. Plaintiff, a pupil, was familiar with the rules of the school. He was suspended for the remainder of the term, three weeks, for refusing to take a part in a dialogue in annual commencement exercises, as directed by the principal. *Held*, that though he could ask to be excused from taking the part assigned, and to give his reasons for his request, if the principal regarded his reasons insufficient it was plaintiff's duty to obey, and his refusal to do so constituted disobedience, and his continued disobedience and refusal of offers permitting his return on taking another part constituted insubordination, and was good cause for suspension.—*Cross vs. Board of Trustees of Walton Graded Common School*, 110 S. W. 346, Ky. 1908.

In the same case the court held that "the action of the trustees of a common school in approving the suspension of a pupil for disobedience is conclusive, and not subject to judicial interference, unless they acted arbitrarily or maliciously."

A school board has no power to compel the payment of a sum of money as a condition of reinstatement of pupils under suspension for misconduct.—*State vs. Dist. Board of School Dist. No. 1*, 116 N. W. 232, Wis. 1908.

The discretion of school authorities in government and discipline of the pupils is very broad, and the courts will not interfere with the exercise of such authority, except when illegally or unreasonably exercised.—*State vs. Dist. Board of School Dist. No. 1* (as above).

A pupil may be punished for misconduct, although no rule has been promulgated in regard to such conduct.—*State vs. Dist. Board of School Dist. No. 1* (as above).

The school authorities may suspend a pupil for an offense committed outside of school hours, and not in the presence of the teacher, which has a direct and immediate tendency to influence the conduct of other pupils while in the schoolroom, to set at naught the proper discipline of the school, to impair the authority of the teachers, and to bring them into ridicule and contempt.—*State vs. Board of School Dist. No. 1* (as above).

A school board may, under the express provisions of statutes of 1898, Section 439, make all rules needful for the government of the school, and may suspend any pupil for non-compliance with rules made by it or by the teacher with its consent.—*State vs. Board of School Dist. No. 1* (as above).

### Dismissal of Teachers.

Section 5 of Article 9 of the San Jose charter gives the board of education power to employ, pay and dismiss teachers, and, provided that no election of a teacher should be construed as a contract as to duration of time or amount of wages. Section 13 provides that teachers in their first or second year shall be classed as probationary teachers, and may be dropped on

the adverse report of the classification committee by a majority of the board. *Held*, that a teacher duly elect for the year ending June 30, 1903, could not be legally removed, except upon such adverse report by the classification committee.—*Barthel vs. Board of Education of City of San Jose*, 95 P. 892, Cal. 1908.

In the same action the court decided that "it is valid to limit the term of a teacher's employment to one year."

"The election and dismissal of teachers in the public schools are not 'municipal affairs,' which may, by a freeholders' charter, be regulated in a manner in conflict with that provided by the general law."

"A teacher holding a city certificate and employed for an indefinite term is, by Pol. Code, Section 1793, protected from removal, except for insubordination, or when the board of examination recommends the revocation of his certificate for immorality, unprofessional conduct, profanity, intemperance or unfitness for teaching, as provided by Section 1791."

In an action for services as a school teacher, the complaint alleged employment for a period of nine months. The allegation was denied by the answer, which alleged that plaintiff was employed to teach for only four months. The court found that plaintiff was employed to teach for four months only, and also that the contract for four months had been paid in full. *Held*, that this was a sufficient finding on that issue.—*Roussin vs. Kirkpatrick*, 95 P. 1123, Cal. 1908.

### County High Schools.

Under constitutional acts of the legislature, the county board levied taxes ostensibly for the high school district of the county, which the taxpayers voluntarily paid. *Held*, that the taxes constitute a public fund which may be distributed to the high school districts of the county under the provisions of subsequent legislation.—*School Dist. No. 30, Cuming County, vs. Cuming County*, 116 N. W. 522, Neb. 1908.

A county has no vested right in a public fund created by the levy of taxes under an unconstitutional act of the legislature for the benefit of high school districts and voluntarily paid by the taxpayers.—*School Dist. No. 30, Cuming County, vs. Cuming County*, 116 N. W. 522, Neb. 1908.

The laws of 1908, empowering the trustees of a specified school district to issue bonds to purchase a site and erect a building thereon for a county high school to be run in connection with the district schools, and bonds issued thereon are invalid, under the constitution, Article 7, Section 7, prohibiting municipalities from contracting any debt or levying any tax without authority from the voters, except necessary expenses; it being immaterial that no special tax is necessary to pay the bonds or interest thereon, and the purpose of the issue not being for a necessary municipal expense.—*Hollowell vs. Borden*, 61 S. E. 638, N. C. 1908.

### School Districts.

Under the laws of Kansas, 1901, providing that whenever the inhabitants of two or more adjacent school districts desire to unite in a single school district the clerks of the several districts shall, on the application prescribed, call a meeting of the voters of such districts at their respective schoolhouses, and that, if a majority of the voters in each district shall vote to unite, the clerks shall notify the county superintendent, a majority of the voters in a district must vote for the proposition to disorganize and consolidate, or it is lost, and a majority of those who attend the meeting is not sufficient, unless that also be a majority of the voters in the district.—*Gardner vs. State*, P. 588; *Deng vs. Lamb*, Id. 592, Kan. 1908.



HON. LUTHER L. WRIGHT,  
State Superintendent of Instruction,  
Lansing, Mich.

Nominated for re-election without opposition.

Where the officers of a school district issued a bond, the obligation of the district thereon was not affected by a change of its corporate limits, since the change in territory did not alter the district's corporate identity.—*Wayne County Sav. Bank vs. School Dist. No. 5 of Mikado Tp.*, 116 N. W. 378, 15 Detroit Leg. N. 252, Mich. 1908.

### LEGAL NOTES.

Oklahoma. The validity of the separate school law, passed by the Oklahoma state legislature, requiring separate boards to be elected by the whites and negroes in each district, has been attacked in an injunction suit filed in the district court at Guthrie. The suit is brought by D. B. Caver, who was elected treasurer of the negro board for school district No. 90 of Logan county at a meeting held in July, in accordance with the new law. Judge Huston holds the law to be unconstitutional and has granted the writ prayed for.



### A Practical Definition.

Preparatory to reading "Hamlet" a teacher found it necessary to explain Shakespeare's use of the pronouns. Having done so, he said:

"Now, as an example: 'He *that* steals my purse, steals trash;' why '*that*,' John?"  
"Because there is nothing in it, sir."

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# Kindergarten Legislation in the United States

The Situation in Wisconsin

By MISS NINA VANDEWALKER

The legislation that has made possible the establishment of kindergartens as an organic part of the public school system in the different states has been a slow growth. The first kindergarten in the United States was established in 1855, by a Wisconsin woman in a Wisconsin town, but the movement did not acquire momentum until nearly twenty years after that date. During the decade of the Civil War ten kindergartens were opened in different parts of the country, but it was not until the seventies that the kindergarten, as such, attracted serious attention. The experiment with public school kindergartens in St. Louis in 1873, and the kindergarten in operation at the Philadelphia exposition, brought the new institution into notice at this time. So great was the interest aroused that before the end of the decade 400 kindergartens had been established in thirty different states. With the exception of those in St. Louis, these were all charitable or private.

The decade between 1880 and 1890 is full of interest to the student of kindergarten history. The ready adoption of the new institution by the American people showed it to have elements of recognized value. These had been demonstrated, but as yet only to the few. Before the incorporation of the kindergarten into the school system could therefore be hoped for an important work needed to be done in its behalf. The movement needed to be illustrated on a large scale in strategic localities and the value of the kindergarten as a means of child saving demonstrated. To meet the need a new agency came into existence—the kindergarten association.

## Work of the Kindergarten Associations.

Now that kindergartens have become general the important part played by kindergarten associations is in danger of being forgotten, but the history of kindergarten progress in the United States would neither be intelligible nor complete without a record of the service that such associations have rendered. During the decade between 1880 and 1890 kindergarten associations were organized in twenty or more of the largest cities of the country, and in many of the smaller ones, for the avowed purpose of illustrating the kindergarten, awakening public sentiment in regard to it, and of ultimately making it a part of the school system. Such incorporation was effected in some localities during the decade in question, but the general adoption of the kindergarten by the school was not brought about until the decade from 1890-1900. The decade between 1880 and 1890 may therefore be appropriately called the Association Decade in kindergarten history, as the following one may be appropriately called the Public School Decade.

## The Adoption in Cities.

As has been stated, St. Louis had made a successful experiment with public school kindergartens in the early seventies, but although the experiment attracted much favorable attention, not a single city followed its example until the next decade. The first one to do so was Milwaukee, which adopted public school kindergartens in 1882. Des Moines took the same step in 1883, New Orleans in 1886, Boston and Philadelphia in 1887, Rochester in 1888, Los Angeles in 1889. About twenty-five or thirty small cities also adopted public school kindergartens during this decade. The movement was therefore well on its way.

It was not until the movement for public school kindergartens had gained considerable momentum that the need for legislation began to be felt. The first state to make the establishment of kindergartens possible by state law was Vermont, which secured legislation on the subject in 1887. The next two states to secure such legislation were Connecticut and Indiana, which did so in 1888.

During the decade from 1890-1900 the kindergarten movement received a great impetus from the efforts made in its behalf at the Chicago exposition. The International Kindergarten Union, now the third largest educational organization in the United States, was formed for the express purpose of making an adequate representation of the kindergarten at the exposition. The hopes of its friends were more than realized, and public school kindergartens increased rapidly from that time on. Among the larger cities to adopt public school kindergartens during the early part of the decade were St. Paul, Chicago, Omaha and New York City; during the latter part, Denver, Newark, Cleveland, Kansas City and Washington, D. C. Many smaller cities adopted kindergartens also. Since the beginning of the new century nearly all of the larger cities not heretofore mentioned have joined the kindergarten ranks.

## The Spread of the Movement.

Most of the laws permitting the establishment of public school kindergartens were passed during this decade. Michigan secured such legislation in 1891, Ohio in 1893, and Illinois in 1895. Before the decade closed Washington, New York, Pennsylvania, Iowa, Wisconsin, California, Colorado, Oregon, Louisiana, Minnesota, Montana, New Jersey, the District of Columbia and the territory of Arizona had also passed similar laws—fifteen in all.

Since the opening of the new century nine more states have done so. These are Virginia, Maryland, Utah, Idaho, Oklahoma, Florida, Texas, West Virginia and Wyoming. This makes the total twenty-seven. There are eight more states that would have secured such legislation had not the local school authorities sufficient power to establish kindergartens without the passage of laws to that effect. These are Maine, New Hampshire, Massachusetts, Rhode Island, Kansas, Nebraska, South Dakota and Nevada.

At present, therefore, kindergartens may be established and maintained at public expense in thirty-five states. The eleven states in which they have as yet no legal foothold are Delaware, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Tennessee, Kentucky, Kansas, Missouri and North Dakota.

## Proposed Wisconsin Legislation.

With a knowledge of what has been accomplished along the line of kindergarten legislation throughout the country at large during the past twenty years, let us consider the situation that confronts the state of Wisconsin, which has occupied a position of leadership in the kindergarten movement for many years. As already stated, the first kindergarten in the United States was opened by a Wisconsin woman in a Wisconsin town. The first normal school in the United States to establish a kindergarten and to organize kindergarten training at state expense was a Wisconsin normal school. The first large city in the country to follow the lead of St. Louis in making the

kindergarten a part of its city system was Milwaukee, a Wisconsin city. In 1903, Wisconsin was the second state in the union in the number of cities having established public school kindergartens, and was outranked by New York only.

Whether the record for leadership that Wisconsin has made will be maintained depends upon the action of her people during the next two years. For the public school kindergartens of Wisconsin are threatened with annihilation by the action taken by the last legislature to raise the school age from four to six years.

On January 23, 1907, Assemblyman Ainsworth introduced a joint resolution in the state assembly, that Section 3, Article 10, of the state constitution be amended by striking out the word four and inserting the word six; so that when amended the section should read as follows:

"Section 3. The legislature shall provide by law for the establishment of district schools, which shall be as nearly uniform as practicable, and such schools shall be free and without charge for tuition to all children between the ages of six and twenty years; and no sectarian instruction shall be allowed therein."

As the friends of the kindergarten movement had not realized the bearing of this bill upon the kindergartens of the state, it passed both houses with little opposition and received the governor's signature. To become a law, however, it must also pass the next legislature. In case it is then adopted, it will be submitted to the people at the spring election in 1909.

## The Underlying Motive.

Inquiry as to the motives underlying the legislation in question elicited a letter from Mr. Ainsworth, which reads in part:

"The last legislature passed a joint resolution to change the constitution by raising the school age of children from four to six years. \* \* \* Such a law would have no effect on kindergarten work.

"There are many good reasons urged for the change. The health of the child is a very important factor to be taken into consideration. A child up to six years practically has no bones and by being compelled to sit on a seat from four to six hours per day is apt to result in injury, especially to girls. . . .

"Children are not old enough to do school work prior to six years and get the habit of idleness, which is hard to overcome if sent to school at an earlier age. From the best authority, it is found that a child is no farther advanced in his studies at the age of twelve or fourteen by reason of entering school at four. Children from four to six are a great trouble to both teacher and school, and I am sorry to say that many mothers take advantage of our present law and send their little ones to have them taken care of.

"Now, these are some of the reasons for passing the resolution, and they apply mostly to the rural schools.

"Wisconsin is the only state in the union that allows children to attend school at so tender an age as four years. A majority of the states require the child to be six years of age, while some fix seven and some five. But since kindergarten work has become such a factor in educational work the tendency is to raise the age for entering the grades.

(Concluded on Page 20.)



# Among Superintendents

## STATE SCHOOL ELECTIONS.

The following list gives the names of the nominees for the office of state superintendent in the states which held primaries before the Journal went to press:

Colorado. Miss Katherine L. Craig, present incumbent, Denver; republican. Mrs. Katherine M. Cook, democratic; Brighton.

Georgia. Hon. J. M. Pound, Atlanta, present incumbent; no opposition.

Florida. W. M. Holloway, Gainesville, present incumbent; democratic nominee. Dr. George W. Holmes, Sharpes, republican. Mrs. Mary F. Flynn, Eustis, socialist.

Idaho. Miss S. Belle Chamberlain, Boise, present incumbent; republican. Miss Gertrude Noble, Boise, democratic.

Indiana. Lawrence McTurnan, at present assistant to Supt. Cotton, Indianapolis; republican. Robert J. Aley of University of Indiana, Bloomington; democrat.

Kansas. E. T. Fairchild, present incumbent; republican. Ella G. Burton, Topeka; democrat. Grace D. Brewer, Girard; socialist. Elizabeth Carpenter, Oswego; prohibitionist.

Michigan. Luther L. Wright. The present incumbent is the sole candidate. Republican.

Nebraska. Hon. E. C. Bishop, Lincoln, present deputy; republican. Supt. N. C. Abbott, Tekamah, democratic.

North Carolina. J. Y. Joyner, Raleigh, present incumbent; democratic. J. M. L. Lyerly, Crescent, republican.

North Dakota. W. L. Stockwell, Bismarck, present incumbent; republican. Supt. W. A. Godward, Devils Lake, democrat.

Ohio. Supt. J. W. Zeller, Findlay, republican. John A. McDowell, Millersburg.

South Carolina. John E. Swearinger, Cedar Springs; democratic (elected at primary election).

South Dakota. Hans A. Ustrud, Sioux Falls, present incumbent; republican. Alice K. Anderson, Terry, socialist. Henry Hendrickson, Wessington Springs, prohibitionist.

Utah. A. C. Nelson, present incumbent; republican. Democratic nominee not yet named.

Washington. Henry B. Dewey, present incumbent; republican. No opposition.

Texas. R. B. Cousins, Austin, democratic; S. T. Swinford, Houston, republican; Alice McFadin, Circleville; G. H. Royal, Lampasas.

Statistics just issued by the state superintendent's office show the number of children of school age in Washington to be over 247,000, and the total enrollment in the schools of the state last year to have been about 200,000. In both cases this is a large increase.

At the Washington state primary election, held Sept. 8, State Supt. Henry B. Dewey was renominated on the republican ticket without opposition. He was the only candidate for a state office on the republican ticket who was unopposed, some offices having as many as eight candidates in the field.

Grove City, Pa. Supervising Principal C. Blaine Smathers was re-elected for a term of three years and his salary increased to \$1,500. High School Principal G. H. Crowther was re-elected for two years and his salary increased to \$1,000.

Eleven thousand teachers attended the institute held in the state of Kansas during the summer months. Of this number, 9,233 had completed the grades; 3,038 were high school graduates, and 1,104 had done work beyond the high school. More than seven hundred teachers attended summer schools, other than the normal institutes.

Seventy-one counties in the state of Kansas limit the number of studies permitted to each pupil to five or six; five counties limit the number of studies to four; eleven counties limit the number of studies to seven; thirteen counties report that no limit is fixed.

Mr. H. C. Armont Annan has resigned the principalship of Rasove School to accept the superintendency of the Winnebago School. Mr. Annan has launched into the newspaper business, having purchased the Lena Star.

Supt. N. H. Chaney has been appointed a state school examiner by the Ohio school commissioner. He succeeds Senator Meek.

The preparations for the meeting of the Department of Superintendence in Chicago Feb. 23 to 25 are advancing satisfactorily. The Auditorium hotel will be headquarters and the meetings will take place in the Fine Arts building adjoining the hotel. Secretary Shepard says the indications are favorable for the largest meeting in the history of the department.

Williamsport, Pa. Three departments have been organized in the night schools: elementary classes for beginners, grammar classes completing the common branches, algebra and civics; and high school classes. The last named are subdivided into business and technical courses.

A report of the United States Bureau of Labor ascribes the decadence of the apprenticeship system to the following causes:

(1) Production on a large scale, which destroys the personal relations between the master and the apprentice.

(2) The extensive use of machinery and subdivision of labor.

(3) The unwillingness of employers to take on apprentices.

(4) The unwillingness of journeymen to instruct apprentices.

(5) The dislike of boys for apprenticeship. The school board of Wheeling, W. Va., will supply all books to the pupils in the public schools at cost. The stock of all dealers has been purchased by the board at the wholesale price and an additional supply has been secured from the publishers.

Rutland, Vt. Teachers are forbidden, under a new rule of the board of education, to accept gifts entailing the expenditure of money by pupils. The latter are not permitted to take up collections for gift purposes.

St. Joseph, Mo. The school board has directed that its attorney be present at all regular meetings except when expressly excused. The attorney's presence is desired so he will be on hand to interpret the legality of rules and act as general adviser in all legal matters. He will also attend the special meetings when requested to do so.

## COUNTY THE SCHOOL UNIT.

The county is to be the unit of school organization in the state of Iowa, according to the report of the educational commission, which is codifying the school laws of the state for submission to the legislature.

At present Iowa and most of the states have a subdistrict system of running the schools. Each subdistrict is a supreme and sovereign body unto itself.

Under the new plan the county will become the unit, instead, which will permit the management of the schools as a whole in the judgment of the commission.

The plan proposed by the commission does not contemplate disturbance of the independent school districts of the state as now constituted.

The plan will provide for the election of a county board of education of three or five members. The tenure of office and the point of electing members of the board in the county at large or by districts will be determined by the commission later.

This board will have control of the schools of the county outside the independent districts. It will select the county superintendent. The schools will be established on a business-like and scientific basis, as many good schools being provided as the school population demands, and located to the best advantage.

Associate Superintendent A. W. Edson of New York City has been re-elected for a six years' term by a vote of 36 to 4.

Dr. Luther Halsey Gulick, director of physical training in the schools of New York City, has resigned to carry on playground promotion work in connection with the Sage Foundation.

The sum of \$1,000,000 has been voted by the board of aldermen of New York city to safeguard the lives of the children in the public schools.



ROBERT J. ALEY,  
Bloomington, Ind.  
Democrat.



LAWRENCE MCTURNAN,  
Indianapolis, Ind.  
Republican.



S. B. CHAMBERLAIN,\*  
Boise, Ida.  
Republican.



MRS. ELLA BURTON,  
Topeka, Kans.  
Democrat.



CAP E. MILLER,  
Sigourney, Ia.  
Democrat.



J. W. ZELLER,  
Findlay, O.  
Republican.

Nominees for the office of State Superintendent.

\* Present Incumbent.



# New Rules and Regulations

That no individual member of the school board shall meddle in the affairs of the school government, or issue orders to the superintendent, principals, teachers or pupils, is the effect of a resolution passed by the school board of Charlotte, N. C.

The resolution is interesting in that it explicitly puts into the rules of the school board a principle of school administration which requires that the school board act as a body only, and not as individuals. The resolution reads:

"First. Individual members of this board, whether chairmen of committees or otherwise, shall not interfere in the management of the schools by giving instructions or orders to the superintendent, principals, teachers or pupils, such practice being regarded by this board as an undue assumption of authority on the part of such members, conducive to confusion and detrimental to the best interests of the schools.

"Second. The superintendent, principals and teachers are hereby notified that they shall only receive and obey those orders and instructions contained in the by-laws and rules of this board and such other orders and instructions as may be made from time to time by this board at its regular or called sessions, which orders or instructions shall be communicated to them by the secretary of this board. And all actions heretofore taken by the superintendent, principals or teachers as a result of instructions delivered by individual members of this board are declared to be contrary to the spirit and letter of this resolution, and the same are hereby annulled. The superintendent is hereby instructed to put this section of these resolutions into immediate effect.

"Third. The decision of the superintendent, the regularly constituted executive officer of this board, shall be final in all matters affecting the schools until this board, in its regular or called sessions, shall have taken contrary action. And the superintendent, principals and teachers are hereby notified that they shall disregard all orders or instructions given or attempted to be given by individual members of this board until the same shall have been regularly acted upon by this board, and communicated to them as herein provided.

"Fourth. All complaints or grievances made by or against the superintendent, principals or teachers shall be made direct to this board and not to individual members thereof."

New Orleans, La. A new rule of the board of education forbids the employment of all male applicants as teachers unless they are residents of the state of Louisiana and qualified voters under the law. The city attorney has

given an opinion that the state laws fix no such limitations in the employment of teachers and do not delegate such authority to school boards.

Tacoma, Wash. The school board has made a rule that students of the high school who act boisterously in the street cars while going to or from school will be subject to expulsion. The rule follows a protest from the street railway officials against outbreaks of students while traveling in the cars.

New Jersey. By ruling of the state board of education a pupil in a public school cannot be compelled to attend the opening exercises if they consist of reading the Bible and prayer.

This decision was brought about through the fight of a citizen of River Edge, with the local board of education.

The complainant had two daughters and refused to allow them to attend the opening exercises. The borough board ruled that if the children did not arrive at school on time they could not attend at all, or would be compelled to attend.

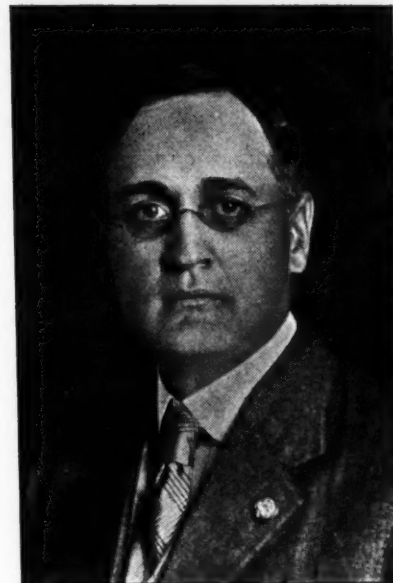
The ruling is of great importance, and would apply in any city of the state if any parents should wish their children to be absent during such religious exercises.

Mansfield, O. The board has made a rule that cadet teachers who are employed in the schools must take a course in the theory and art of teaching. A teacher in the high school has been assigned to conduct a class of the cadets twice each week during the entire school year. The cadets are paid \$20 per month for their services.

## TEACHERS' SALARIES.

Hoboken, N. J. A new salary schedule has been adopted under which all teachers will receive increases. Following are some of the new amounts as fixed: The vice principal of a primary school or the second vice principal of a grammar school shall receive an annual increase of \$100 until a maximum of \$1,300 is reached. A male teacher in the high school shall receive a salary of \$1,500 on appointment and an annual increase of \$100 until the maximum, \$2,200, is reached. A female teacher in the high school shall receive a salary of \$1,300 a year on appointment and an increase of \$100 a year until the maximum, \$1,800, is reached. A special teacher shall receive an annual increase of \$86 until the maximum, \$1,200, is reached. These changes took effect in September, 1908.

Teachers in the public schools of Milwaukee will shortly receive increases in salary amounting to about 15 per cent.



N. C. ABBOTT.  
Tekamah, Neb.

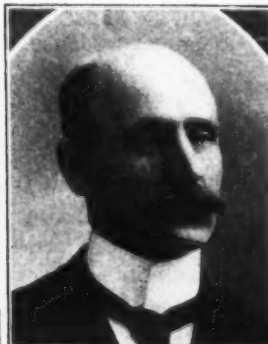
Democratic Nominee for the State Superintendency.

But can you have many strong and powerful personalities in your teaching corps if the wages offered are such as will result in the starvation, not of body, but of mind and heart? asks County Supt. F. H. Daeden of Bloomington, Ill., in his latest annual report. Over sixty teachers in the county receive not more than \$40 a month, \$320 a year. Take away \$200 for board and livery hire and you have left \$120—\$10 a month with which to clothe themselves, pay doctor bills, buy books and magazines, attend lectures, institutes and summer schools, and lay up something for a rainy day. Less compensation to the woman that's to train the minds and hearts of your boys and girls than you pay to the unlettered, unskilled domestic that sweeps your house and cooks your food. The men teachers in country schools fare not much better. Their average wage is about \$45 a month, \$360 a year. Deduct board and you have \$13 a month for the whole year, only one-half of what the average farm hand receives. And yet on this pittance wage the teacher is expected to possess the wisdom of Solomon and the character of a Lincoln. With wages that mean mental and spiritual starvation for talented and gifted men and women with a desire to grow and advance is it little to be wondered at that some of the most promising teachers in Woodford county during the past year have left the profession to enter more remunerative walks of life? Your boys and girls are the ones that suffer the greatest if because of insufficient wages you place the schools in charge of mediocre and immature men and women.

Supt. W. O. Riddell of Des Moines has advocated that the teachers be paid for the week spent in the city institute immediately before the opening of the schools.



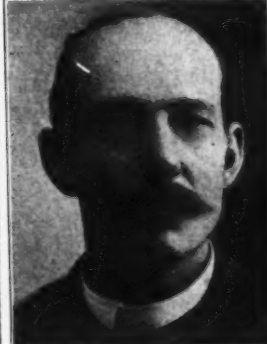
I. B. BUSH.  
Lincoln, W. Va.  
Democratic.



E. C. BISHOP.  
Lincoln, Neb.  
Republican.



W. L. STOCKWELL.  
Fargo, N. D.  
Republican.



W. E. HARMON.  
Bogeman, Mont.  
Republican.



MORRIS P. SHAWKEY.  
Charleston, W. Va.  
Republican.



E. T. FAIRCHILD.  
Ellsworth, Kans.  
Republican.

To be voted on November 3.



# Are not American Children in Need of a Modern School Desk?

By VAN EVRIE KILPATRICK

Fifteen years and more have passed since the general adoption of anything new in school seating. Sixty years and more have passed since the present most widely used form of school desk was first used. Thousands of new schoolhouses are today being equipped with a plain, unadjustable, fixed desk and seat, differing in no real essential from the desks of the mid-nineteenth century.

The strides in pedagogical progress during the same period have been wonderful. The last fifteen years alone have witnessed the complete revolution of courses of study and educational ideals. Yet school equipment, the thing upon which and with which the child must give physical form to all his concepts and creations, remains stationary.

If the school desk during all these years has remained practically stationary, as far as the general adoption of any really good model, then it must have been for one of the following reasons:

1. The old school desk, now generally used, must be entirely adequate, or
2. The improvement of the school desk has not been considered of much importance in any effort to improve schools, or
3. Conditions have arisen in the administration of public schools which have tended to hinder rather than encourage the installation of model school furniture.

All of these influences may have operated to delay advancement in school fittings, but certainly the tendency everywhere to divorce the purchase and control of school furniture from the pedagogical heads of the schools has led to a very questionable condition of administration in many places. Everyone believes that the old desk can be improved and that it is an important factor in school work, but every one who is at all familiar with the situation knows full well how progress has been delayed.

## Mobility Desirable.

However, the old desk can not be really improved until we break away from old lines. Fixity and rigidity of desk and seat must go. These ideals are as unnecessary as they are unnatural.

School life should not prepare children to live in school, but to achieve in the world of affairs. It is a fundamental law that a child learns to *do by doing*. Therefore, school room furniture should not be special, but, in principle of adaptation, the same as the furniture of the home and the office. That this is not looked upon as a proper ideal arises both from an ignorance of the ability of the child and from a misconception of the ultimate purpose of public school education.

Now, the chief consideration that should influence any official intrusted with the purchase of a desk for schools should be: First, the health of the children; secondly, adaptability to work; thirdly, adaptability to the individual; fourthly, it should contain a place for books and materials.

## Health of Children.

It is certainly amazing that the alarming extent to which children in cities have been found to be physically imperfect should not have suggested to some leader that the seat in which he sits, the desk at which he writes, and the standards of discipline that he is forced to maintain during the greater part of his days, have a potent influence upon his health.

As a teacher of over twenty years experience in the classroom, the writer must say that it is his firm belief that no one set of influences is working so surely to deteriorate the physical welfare of the child as the false standards of discipline that have continued to demand the old desk. To him the old desk with its harsh rigidity and utterly useless form seems like some instrument of torture belonging to the middle ages. We were all educated in it. Yes, like many other things, we grew in spite of it. Of course, just so long as teachers as a class and the general public believe that children go to school to sit up straight, to remain immovable for long periods, to be very, very quiet, just so long will the old desk be used. But, when there is a realization that children go to school to accomplish something of positive value by working with both body and mind, then there will be a demand for something natural.

The chief characteristic of children is intense physical activity. They grow by moving. They learn by moving for a purpose.

School furniture, above all things, should promote mobility. This thought is not so astounding after all. Our kindergartens have used chairs and movable tables for years. Yet, when children are a year older, the chair is taken away from them. Can you conceive of the incongruity of placing ordinary school room furniture in a home? The thought would be just as abhorrent for school use, if we had not become accustomed to it.

## Disadvantages of Fixed Seat.

Do you know that when a fixed seat is placed close enough to a desk for a person to work at the desk, that he can not get in and out of the seat? Yet that is just what has long been done—that is, children have been compelled to lean unduly forward during many exercises. Hence, they tend to grow round-shouldered, cramped in viscera and in lungs.

Did you ever think that, if a child writes in a proper position, his right side must be turned toward his desk? If his seat does not turn with him, he is forced to twist his body or remain unsupported. Hence, we find the tendency toward spinal curvature.

But more than all, do you realize that when you sit for a considerable time in one seat, you unconsciously change your position and seat repeatedly during the same work, to relieve the strain upon the body? Should the much more active child be ever deprived of this fundamental health necessity?

The second health requirement in school seating is adjustability. This is very well recognized now, and no educated person will defend the use of seats which do not provide proper height variations.

## Adaptability to Regular School Work.

The most common exercise that is involved in teaching the "three R's" is writing. All teachers of penmanship will tell you that the desk should support the right forearm when one writes.

Now, this position can not be taken without a movable chair. The chair can be placed exactly where it will properly support the body. Twisting, bending, and all bodily contortions are thus avoided.

Now, in the same way that a movable chair can be placed to support the writer, so can it be placed to best support the body during any sitting activity.

The level top table has completely supplant-

ed all slanting top tables in home and business life. The fact is that nine-tenths of school work can best be performed upon the level table. Things can be placed upon it without rolling off. Workers everywhere use the level table—why not a child? But it must be noted that the level table can not be used without a movable chair. The most vital qualification of a school desk is, then: Does it provide the best facilities of accomplishing school work?

## Adaptability to Manual and Industrial Work.

It is well known that the demands of the manual training studies have found the school desk utterly wanting.

There is no good reason why the modern school desk should not provide for sewing, cooking, the elements of all mechanical drawing and industrial work that come within the limitations of the ordinary elementary school. These subjects have been slowly, but surely, coming into all the public schools of the country, and our furniture should certainly show proper modifications to meet the demand. The simplest form is the best. A plain chair and table is really the most serviceable thing that can be used. There is much greater scope for the employment of the necessary tools and the attachment of simple devices and machines.

Freedom of movement promotes freedom of manipulation. The modern desk can and must provide for the coming of trade education in its elementary forms.

## The Individual Child.

Nearly all new school buildings are now being equipped with individual desks. It is the greatest gain of the last decade. But the individuality should be complete. The child should have an opportunity to care for his own books, material, tools and product.

## A Repository Necessary.

Perhaps nothing in school needs has been so completely overlooked as a place for a pupil to keep things.

Whatever has been provided in his desk is only an apology as a receptacle. Some of our very wise teachers and others have told us that a proper place for children's books would only be used for waste paper. As a teacher, the writer should say that such a statement is a sad commentary on the ability of the teacher as well as the children. A tool that is worth working with is worth caring for. In the same way, material and product of labor should be managed by the pupil himself, and if so, he must have a proper repository.

One of the most belittling customs that has crept into the public schools has been the practice of the teacher to do himself what ought to be done by the pupil. Whenever the teacher performs any act or service that can be performed by the child she is robbing the pupil of just so much educative exercise. The child goes to school to learn to do by doing and the few practical exercises that the school provides are meager enough.

The repository in the desk should be as large as possible, so that it may provide room for textbooks, tools, material, and product.

The modern desk should provide a tool rack where pencils, pens, rulers, and so forth may be kept in order and in view.

Finally, the repository should be so constructed that it may be easily inspected by the teacher. It is impossible to hold children responsible for the proper management of things unless their desks are frequently inspected.

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# A Neglected Phase of Schoolroom Sanitation

By PRINCIPAL ROBERT L. COOLEY.

We are all familiar with the necessity for protecting our water supply from contamination. We gladly bear our portion of the enormous expense entailed in bringing pure water, in abundance, to our doors. We are acquainted with the necessity for pure food legislation, and offer no objection, upon the ground of convenience or expense, to any real safeguard to the public food supply.

Public school authorities have long been concerned with the problems of ventilation which deal with the forms of air contamination involving its gaseous constituents. At great expense city schools have been equipped with large fans, operated by engines or motors, for the positive delivery into the classroom each minute of a predetermined number of cubic feet of outdoor air per pupil. Air, water and food are further protected from contamination by carefully installed plumbing.

Have all the necessities of public school sanitation been met? Do we get clean air?

## The Presence of Dust.

In a building of many rooms, from forty to fifty pupils coming from all sorts of home conditions are brought together in a single room several hours of the day, ten months of the year. Each contributes to the dust of that room from his particular environment. If a pupil is ill or associates in his own family or elsewhere without precaution with those who are afflicted, the germs of the diseases with which he has come in contact are likely to be found in the dust contents of the room where that pupil attends school.

Pupils in school today are out tomorrow ill with whooping cough, scarlet fever, diphtheria, influenza, pneumonia or other communicable diseases. The dust of the room today is "pregnant with the spit of yesterday." It is significant that the outbreak of any of these diseases in the schoolroom is frequently not limited to the initial case.

When the time of the year arrives that the doors and windows of our schoolrooms are closed, and dependence is had upon artificial ventilation, it is significant that the number of days' absence upon the part of pupils, certified to by parents as due to illness, materially increases. During the milder months of spring and fall the broad, free draft from open doors and windows keeps the air of the schoolroom comparatively free from the dust brought in by the children, and pulverized into impalpability by the grinding of many feet.

## The Danger of Dust.

Both experiment and observation have shown that the ordinary ventilation, effective though it be in removing gaseous contaminations, has but little influence in diminishing the amount of dust floating in the air. Being present in abundance, it is kept constantly in suspension by the movements of the many pupils.

Dust is the great vehicle for the distribution of many pathogenic germs. The dust evil is the greatest problem of sanitation remaining for public school authorities to solve. Without great care the schoolhouses become the disease clearing houses of the community.

One element in this problem is the faulty construction of many of our old buildings. We find them with heavy, convoluted moldings about the doors and windows to catch the dust; open registers in the floors to trap the dirt; unnecessary corners and ledges difficult of access by any ordinary means, and dark corridors which serve to keep healthy the germs in the dust deposited there.

In our most modern school buildings these defects have been remedied. Not only have they been constructed with a view to the convenient assembling and passing of classes, but all of the necessities of safety and sanitation have been observed, so far as they could be anticipated.

## Inadequacy of Sweeping.

However, the fact remains that, no matter to what degree of architectural perfection we may attain, the difficulties in the way of daily, thorough cleaning that inhere in the purpose for which the school building was erected remain. Likewise does the inability of our time honored methods to cope with the necessities of the situation.

The method now in vogue of sweeping in the evening and dusting in the morning with a feather duster, thus twice in twenty-four hours churning the dust of the room into suspension, is nothing less than criminal disregard of unanimous medical opinion.

Teachers and school boards have come to regard the presence of dust in the schoolroom as a normal condition. It has seemed a hopeless thing to contend against. They are like the father who came to school to remonstrate with the principal who had sent his little girl home because of vermin in her hair. "Everybody has them," he replied, as he insisted upon her being left undisturbed in her uncleanly condition. Why this serene disregard of an undoubtedly grave condition?

## Disregard of Dust Dangers.

Fire has never claimed a victim in the public schools of Milwaukee, and yet fire escapes, at great expense, are being placed, as they should be, upon every school building.

There is not a physician of repute, with a knowledge of conditions, who would dare to assert that deaths and serious illness have not been directly traceable to the dust in our schoolhouses. Smallpox will throw a community into a panic. It is spectacular in its attack and effects. Cause and effect lie close together, and the relation is recognized.

Tuberculosis is insidious and stealthy. The relation between cause and effect is difficult to make people understand and appreciate. Even when understood it seems to be but an intellectual appreciation, without any body of feeling back of it to give force to the conviction and cause precautions to be taken at the expense of mere convenience.

It is so with the danger from germ bearing dust. It performs its evil mission so stealthily and insidiously that the cause is looked for elsewhere. There is a tremendous inertia, an inherited lack of fear for this form of infection to be overcome, and a consequent disregard of proper methods of dealing with the problem.

No one is in a better position to contribute toward the proper enlightenment of the community upon this important subject than the teacher. No one is more immediately concerned. According to the vital statistics of the Milwaukee health department, in 1904 forty-nine children of school age died of pulmonary tuberculosis in this city; fifty-nine in 1905, and sixty-one in 1906. These figures indicate that the problem of the prevention of tuberculosis demands the attention of school authorities.

Four hundred sixteen deaths from tuberculosis in a city of 325,000 last year, and tuberculosis a preventable disease! Inauguration of the very measures necessary to cope with this great plague will largely reduce other forms of disease, and contribute immeasurably to the mere comfort of all concerned.

## The Teacher's Duty.

What can teachers do? What are their responsibilities? Let us consider some of the elements of this phase of the problem.

In any class of forty or more pupils there are always some for whom today is the time of low resistive vitality. Not only is attendance at school compelled by law, but pale faced, nervous and anemic children are daily drawn into attendance by overstimulated pride and interest in their work. The very virtue of efficient teaching is the magnet that lures them into the schoolroom, when, for their own health, they would better be elsewhere.

Don't make a fetish of attendance.

Punctuality and regularity in attendance have been elevated among the cardinal virtues.

Concern yourself with the whole welfare of the pupil.

Establish no rewards that are absolutely cut off by a brief absence.

Acquaint yourselves with the very valuable literature published by the state tuberculosis commission and assist in its understanding and distribution.

Constitute yourselves an extension of the state tuberculosis commission.

Agitate for "clean air" in the schoolroom.

Compulsory attendance at school carries with it an obligation upon the part of the community to maintain consistently wholesome conditions in our school buildings. The resistive vitality of the pupil may vary from day to day, but the wholesome condition of the schoolroom must be maintained a constant factor.

Until recently no means of ridding a building of dust and dirt was known except that of sweeping up and carrying out. By that crude method the fine, impalpable, but most dangerous, germ infected dust, was left behind to be beaten into suspension by improper methods of dusting and the tramp of many feet.

## Vacuum Cleaning.

The writer of this paper having had charge of a city school for a number of years, and having been a member of the Society for the Prevention of Tuberculosis, has been forcibly impressed with this neglected phase of schoolroom sanitation. As a result he has had installed in his building of fourteen rooms a vacuum air cleaning plant.

The work of this plant has been so effective, the conquest of the dust problem has been so complete, that a description of what it accomplishes will be of interest to all readers of this paper.

It sweeps the schoolhouse more rapidly and cleaner than can be done with brush or broom. It does away with any dusting necessitated by sweeping.

It raises no dust in the process of sweeping and dusting.

It sucks the dirt and fine dust of the schoolroom through hose and pipes into a closed receptacle in the basement, where it is destroyed by fire.

It sucks dust and dirt from places inaccessible to brush or broom.

It enables the janitor to sweep at any hour of the day, when corridors or certain rooms are not in use.

It is the ideal method for cleaning a school building after the dismissal of the pupils.

Government has long fought tuberculosis in cows, trichinosis in pigs, foot rot in cattle. We are quick to avail ourselves of the teachings of science when it will increase dividends, and attention to these matters has been found to pay.

(Concluded on Page 19)



# THE AMERICAN School Board Journal

Reg. U. S. Pat. Off.

DEVOTED TO

School Boards, School Officials and Teachers

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## THE QUESTION OF SCHOOL AGE.

An attempt will be made during the next six months in several states where children are now admitted to the schools at the age of four, to raise the age limit to six years.

Such a change should have the most careful consideration before being adopted. As an abstract question, it would seem that children of the tender age of four and five would be better provided for at home than in the school. But there is another side to this proposition which cannot and must not be overlooked.

With the introduction of the kindergarten the school has assumed a utility which the average home does not supply. If the kindergarten, as such, performs its function to a reasonable degree, its service to the cause of education is immeasurable and the children between the ages of four and six are entitled to that service.

Before the question of raising the school age from four to six can be discussed with any degree of intelligence, the value of the kindergarten must first be determined. If the kindergarten as a part of the American system of popular education is a failure, it should be abolished. If it has demonstrated its value, it should be retained. But, more than that, it should be brought to the highest degree of utility. To advance the school age to six years will mean the abolition of the kindergarten, or at least its impairment to a serious extent, unless the proposed change will exempt the kindergarten from its provisions.

There are those who keep in mind the dollar mark when the school curriculum is under consideration. A judicious school board does not overlook the financial phases involved in the administration of the schools, but it will meet the necessities of popular education in a manner that puts the highest utility into the dollar mark.

We have progressed too far in the march of civilization and in our understanding and appreciation of educational methods to make any mistakes of a serious nature by entering upon a backward course. To have and to hold that which is good should be the watchword; to improve that which we have should be our ambition.

## HOW SHALL THE SCHOOL BOARD BE CONSTITUTED?

In various sections of the country there is manifested an interest as to the manner of constituting school boards. There is much diversity in their creation. Five different methods are known to us. First may be men-

tioned the old method of election by wards; second, election at large.

Among the cities in which the latter prevails are Boston, Springfield, Toledo, Cleveland, Indianapolis, Milwaukee and Minneapolis. The third method is the direct appointment of members by the mayor, as is now the case in Chicago, San Francisco, St. Paul, Jersey City and Baltimore. In the latter city the appointments of the mayor are subject to the confirmation of the second branch of the city council. The fourth method may be termed that of indirect appointment by the mayor. For example:

In New York the central board of education is elected by the borough school boards, the members of which are appointed by the mayor. The fifth method is that of appointment by officials other than the mayor, as in Philadelphia and New Orleans. In Philadelphia the central school board is appointed by the judges of the supreme court, and in New Orleans partly by the city council and partly by the governor of the state. In Philadelphia the sectional boards are elected by the people.

No specific system will work equally well in all instances. It all depends upon the average intelligence of the citizens and the interest they take in the schools. The system in any locality that will prove successful in elevating to the school board men who possess the following requisites is the best: Sterling character, worthy as a model for the teachers and pupils; qualified, by education, to pass correct judgment on the course of study; possessing good business sense; free from all entangling alliances; entirely disinterested in the selection of teachers and actuated solely by a willingness and a desire to perform the all important public duty of school director for the benefit of the community.

The typical American school board, however, is the one elected by the people, and the tendency should be to get the school system as near the people as possible, and not away from them. The cry, "keep the schools out of politics," is erroneous. The school system is a public institution, and therefore is governed by politics. Let the politics that controls it be non-partisan in character, clean and honest in the administration of the schools, without regard for any consideration save their best good.

## THE SCARCITY OF TEACHERS.

The scarcity of good teachers does not abate. It was thought by many that the financial depression which swept over the country a year ago would draw capable young men and women to school work. If any have come as a result of the lack of desirable commercial positions their presence has not been felt in the school world.

The cause of this lack of teachers has been correctly attributed to several causes. The salaries which the average teacher in the country and in the city receive are below the salaries which are general in other lines of work. The growing standards of preparation scare away young men and women who know that they can enter an occupation with far less expenditure of time and money and reap a greater reward for their labor.

The uncertain tenure of a teacher's position is another potent factor. In the business

world there is always a possibility of independence, and even the employe dependent upon the good will of his employer is safer than the teacher. For in business the merit rule is universal and its exceptions rare indeed. The teacher is too often dependent upon the whims of school boards, and upon changes in the powers that be.

Three general lines of action present themselves for making the position of the teacher more attractive. It is obviously impossible to make the professional preparation of the teacher less thorough than at present. No sane school official would think of cutting down the normal training of grade teachers or the college requirements of high school instructors.

The first method of attracting teachers is the general increase of salaries. This is often difficult, as most communities must struggle to raise the funds for the present schedules.

A more important step, it seems to us, is to make the tenure of the teachers absolutely secure. This can readily be done by making the discharge of a teacher impossible for any cause except incompetency or immorality. To subject a teacher every year to the necessity of being re-elected is unnecessary and produces a feeling of unrest that is disturbing.

Very few cities except the largest are ready to take up the third method of attracting teachers—by pensions. An assured competence in old age is a powerful stimulant for the teacher to remain in the service. It is only due the faithful servant that he be cared for during the autumn of a life which he has devoted to the welfare of the state.

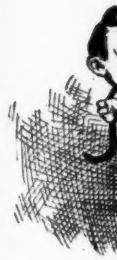
## WIDER USE FOR SCHOOL BUILDINGS.

The public school is not realizing its widest usefulness, in that it often is an inefficient social factor in the community. The school building is open only to children of legal school age, and the boy and girl, the man and woman, who have passed out of its immediate authority cannot make use of it for self-improvement, for recreation or for social intercourse.

The large cities, like Boston, New York, Chicago, and even smaller centers like Detroit, Cincinnati, New Orleans and Milwaukee, throw open their buildings for public lectures, recreation centers, branch public libraries, etc. Why this good work should not be extended to every village and hamlet is a mystery.

The average school building is in use, at most, six or eight hours a day, five days in a week and nine or ten months in a year. It is empty nearly two-thirds of the time. Great sums of money are expended in erecting auditoriums which are used only twice or three times a week, during the regular school hours. Elaborate lighting fixtures are installed—to be used by the janitor in sweeping in the evening.

We believe that every schoolhouse should become a center for community life. Its assembly halls should be open for lectures and public gatherings; its classrooms should be used in the evening for night classes in which the ambitious may continue their studies, and the illiterate may receive the rudiments of language, writing and arithmetic. Cooking and manual training rooms, gymnasiums and libraries should be thrown open under compe-



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The Youngstown, O., School Board Quarrels with Private School Trustees.



Ohio Cities Close Schools for Fire Protection.



Philadelphia Schools are Over-crowded.

tent supervision for whosoever desires to utilize them.

The average parochial school has a much wider usefulness and influence than its public neighbor. It is used to bring together the young and the old in societies and clubs, for benevolent purposes, for recreation and for self-improvement.

The public school will not fulfill its mission in the life of the people unless the school plant is thrown open to the adult population. From an economic standpoint the enormous investments in school buildings and equipment are wasteful, considering the use to which they are put.

#### MUSIC IN THE SCHOOLS.

While the value of music as a public school study is generally recognized, there are still some who classify it with the fads and frills. They do not, or will not, recognize the elevating power of music and sneer at its disciplinary value.

An interesting summary of the benefits of school music to the school generally and to the pupil individually is presented by the supervisor of music in the New York public schools. He writes:

"First—Music, as applied to the individual, trains the body, the voice, the ear, the will; forms habits of concentration, attention and order; develops perception, power of instantaneous decision, judgment and control; gives power of expression, cultivates and refines. It also supplies something to combat the evil in-

fluence of low entertainments, tends to keep one satisfied at home, by empowering the self-activity in profitable recreation.

"For the school in general it provides a means of discipline, mental, moral and spiritual; elevates the taste; unifies through cooperation and the subordination of the individual; emphasizes, by correlation, the points made in other studies, and supplies a means of emotional expression. It is a vehicle for the expression of sentiment that can be found in no other study.

"Second—Music should be influential in developing students to such an extent that its influence will be felt on the general course, and thereby enable them to finish such a course in as short a time as where music is not taught.

"Third—Its force as an organizing and uplifting element, and its value to the community are the principal arguments in favor of its having a place in every school curriculum.

"Fourth—As music has the power to develop, train, educate, uplift, inspire and stimulate the individual and the mass, its economic value is apparent, especially in this composite nation of ours, for music is the universal language of sentiment and feeling.

"Let me write the songs of a nation and I care not who makes its laws.

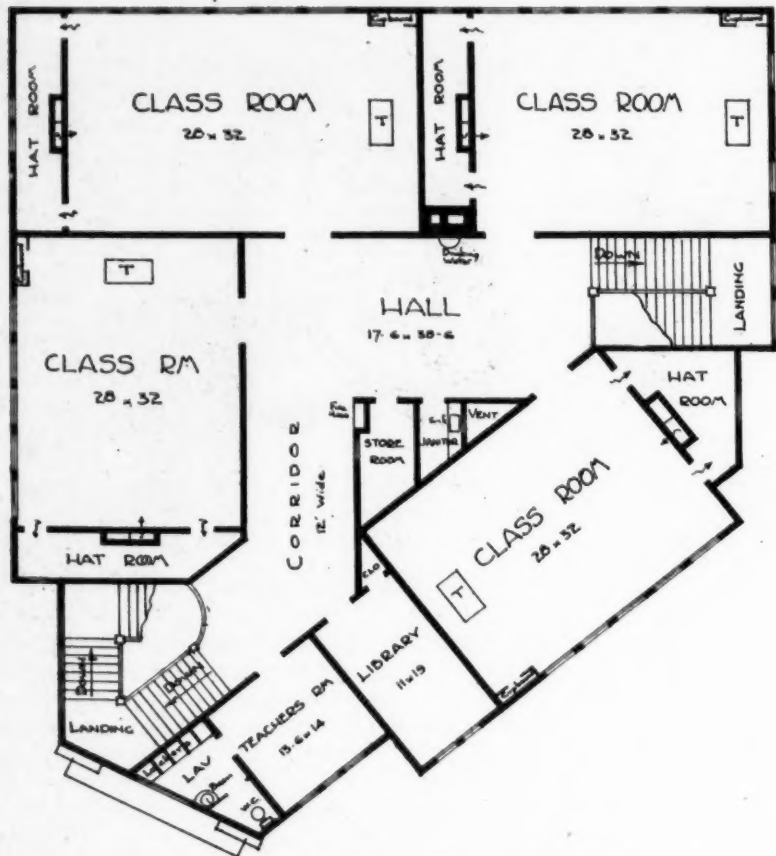
"Music orders and regulates the soul. Its rhythm and harmony penetrate and work powerfully upon it. In union with poetry, it leads the soul to virtue, and inspires it with courage."



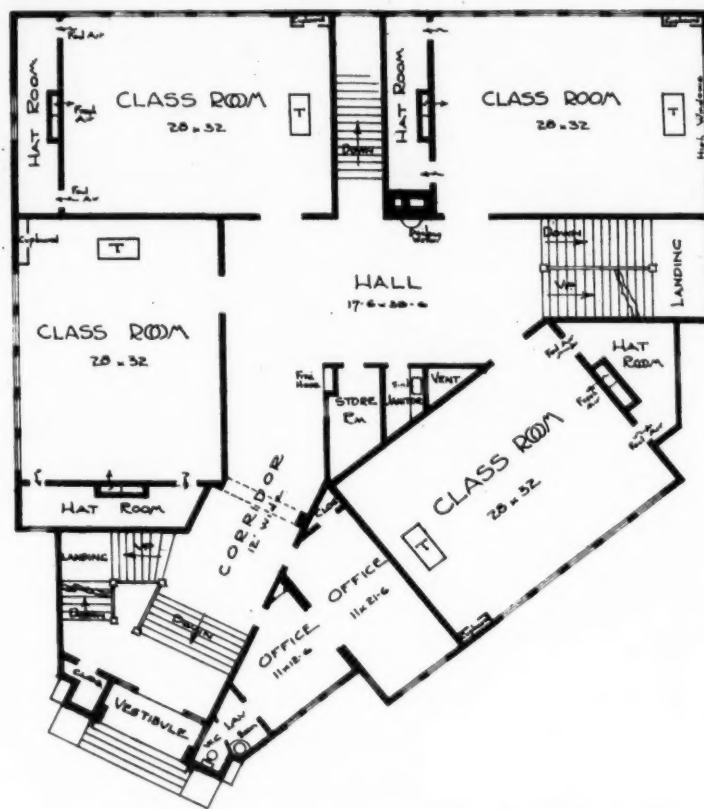
The Colleges Have Opened Again.



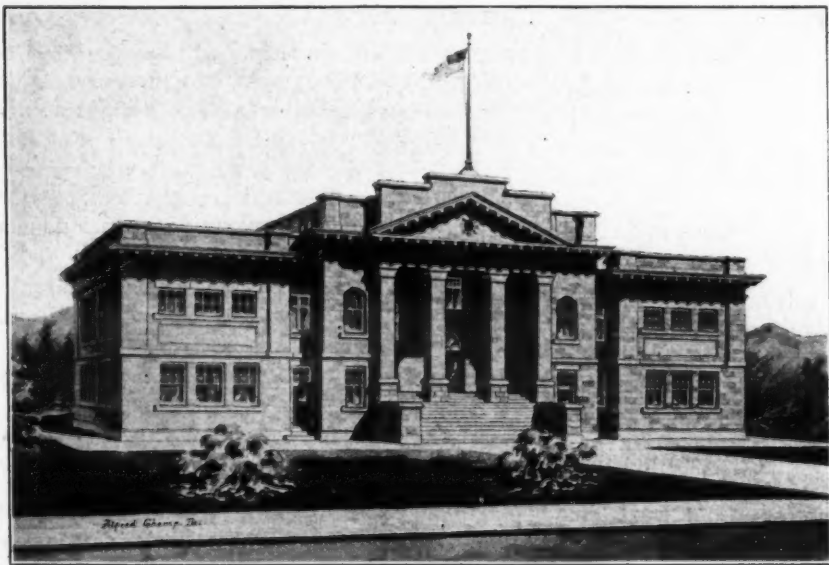
How the Chicago Board Deals with the Frats.



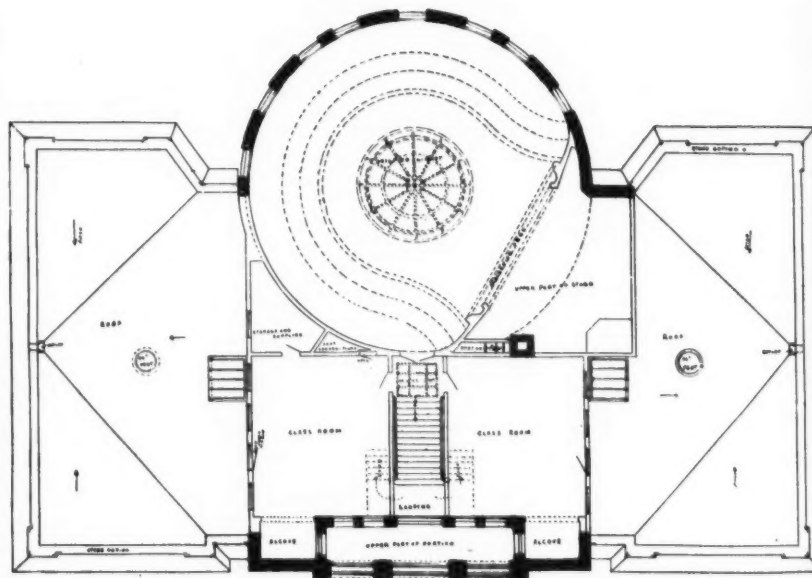
SECOND FLOOR PLAN, NEW SCHOOL AT LOCKWOOD, CAL.  
Mr. Wm. J. Baker, Architect, San Francisco.



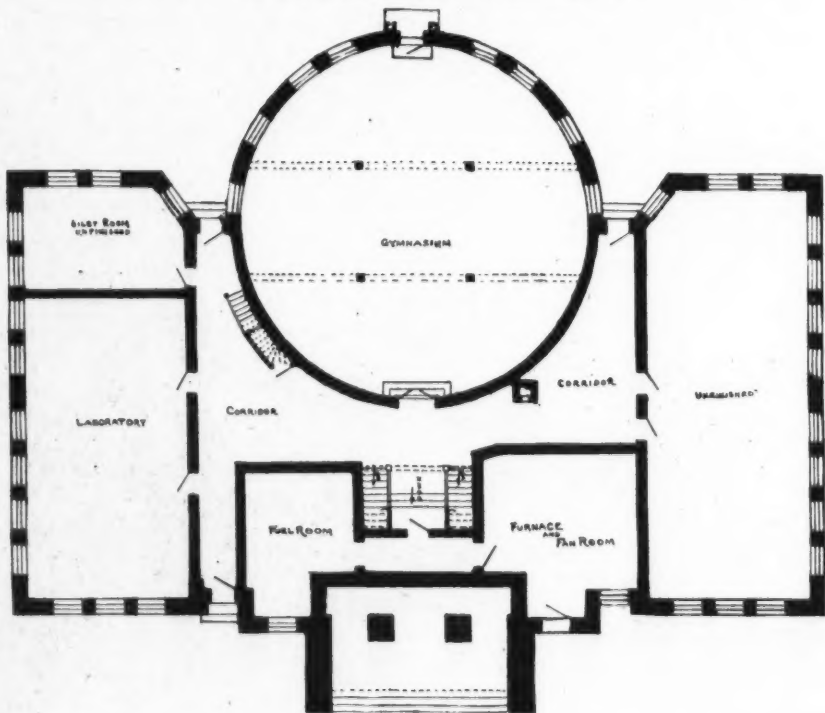
FIRST FLOOR PLAN, NEW SCHOOL AT LOCKWOOD, CAL.  
(See opposite page.)



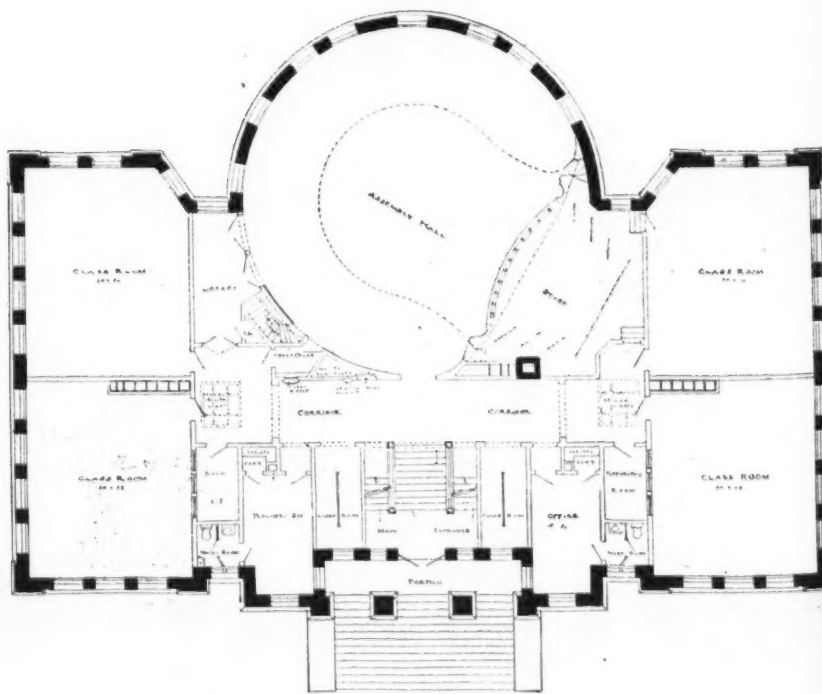
NEW MODOC COUNTY HIGH SCHOOL, ALTURAS, CAL.  
H. M. Patterson, Architect, Los Angeles.



SECOND FLOOR PLAN, NEW MODOC COUNTY HIGH SCHOOL.



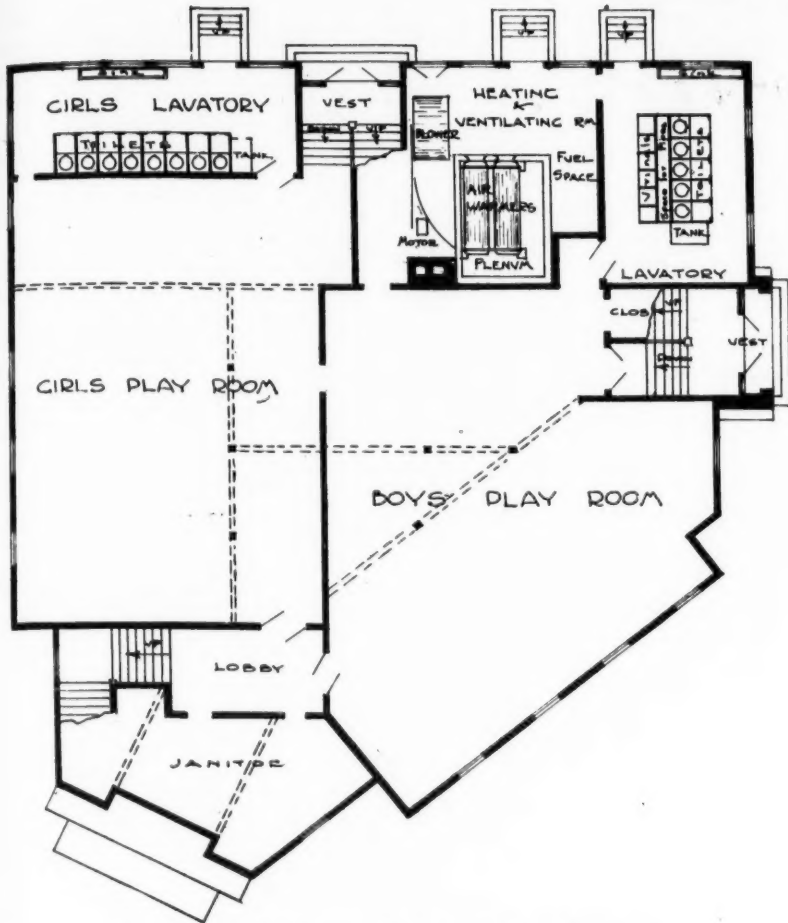
BASEMENT PLAN.



FIRST FLOOR PLAN.

THE NEW MODOC COUNTY HIGH SCHOOL, ALTURAS, CAL.  
Mr. H. M. Patterson, Architect, Los Angeles, Cal.





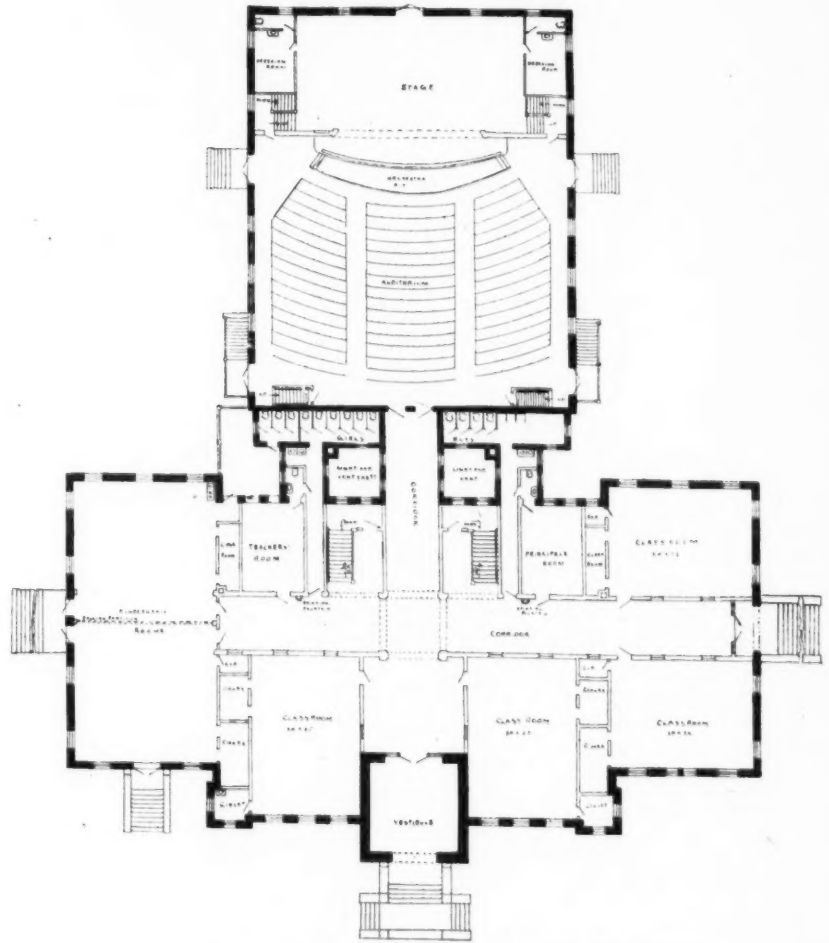
BASEMENT PLAN, NEW SCHOOL AT LOCKWOOD, CAL.  
(See opposite page.)



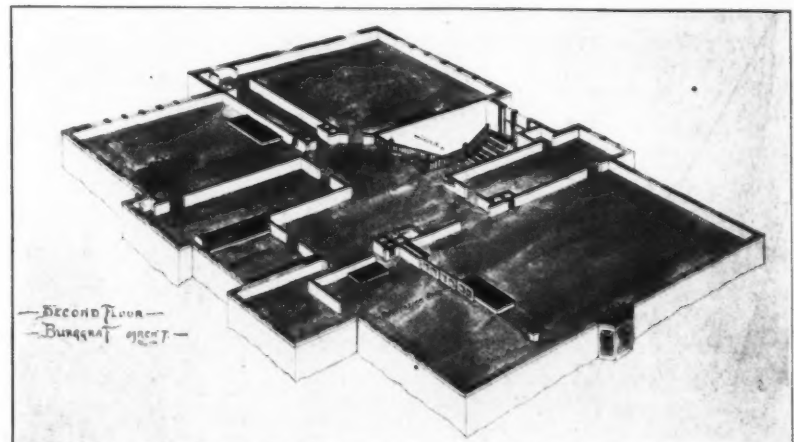
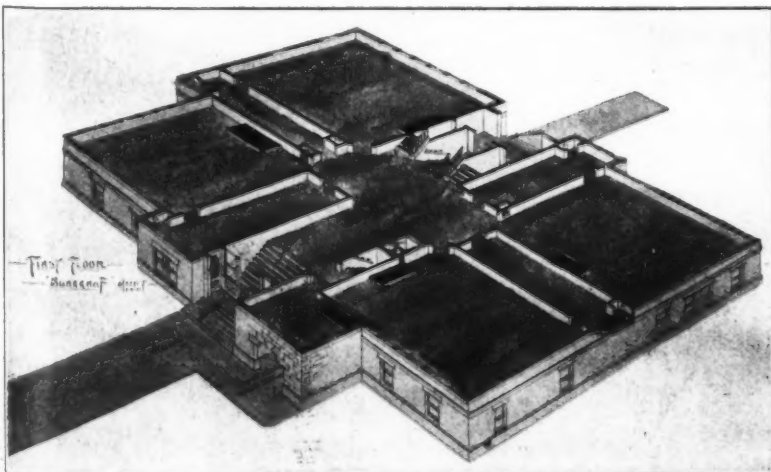
PERSPECTIVE OF NEW SCHOOL AT LOCKWOOD, CAL.  
Mr. Wm. J. Baker, Architect, San Francisco, Cal.



NEW SCHOOL AT CENTRAL POINT, ORE.  
Charles H. Burggraf, Architect.



MAIN FLOOR PLAN OF THE NEW HIGH SCHOOL AT  
WEST PALM BEACH, FLA. (See page 12.)



PLANS OF THE NEW SCHOOL AT CENTRAL POINT, ORE.  
Eight Classrooms, Cost \$18,000. Charles H. Burggraf, Architect, Albany, Ore.



# School Architecture

DESCRIPTIONS OF SCHOOLS ILLUSTRATED.

## A SOUTHERN HIGH SCHOOL.

The new school which has just been completed at West Palm Beach, Fla., belongs to a type of schoolhouses which is becoming more popular as the functions of the public school are being widened. It brings together under one roof a complete elementary school and a complete high school, and it has, in addition, a large auditorium that is well suited for public uses.

The exterior of the building is a modification of the old Spanish Mission order. The materials employed are concrete and hollow stone blocks. The roof is Spanish tile and the inner walls are fireproof. The basement contains rooms for manual training and domestic science, boiler and toilet rooms and rooms for the janitor.

The first floor, which is 14 feet in the clear, is shown on page 11. There are four standard size classrooms, two kindergarten rooms, principal's and teachers' rooms and toilet rooms for boys and girls. The main floor of the auditorium may be reached from the first floor of the school proper.

The second floor is devoted to the high school department. The space just above the front vestibule and hall is occupied by a library and stack room. The remainder of the floor is taken up with recitation rooms and a laboratory. The balcony of the auditorium is reached from the second floor.

The auditorium is separate from the schoolhouse and will readily seat 800 people. It can be emptied in a few moments through five exits.

The building stands on a hill overlooking the most famous of the Palm Beach hotels, with the Atlantic ocean beyond. To the rear a chain of lakes with the margin of the everglades presents a panoramic view as far as the eye can reach. The plan of the building was originally sketched by Mr. Guy I. Metcalf, secretary of West Palm Beach board of education, to whom we are indebted for the photograph of the building shown above. The architectural drawings were prepared by Architect A. C. Bruce of Atlanta, Ga. The cost of the building was \$50,000.

## FIRE PROTECTION IN CLEVELAND.

Progress in fireproofing the public schools of the city of Cleveland is the subject of a recent report of Director Charles W. Orr to the Cleveland board of education. Four general lines of action have been followed, according to Mr. Orr. The first has been to treat each room as a unit and provide a separate exit for the same. On the first floor of each of the public schools a window has been cut to the floor level in every classroom and a door placed in the opening. These doors lead directly to the ground by way of concrete stairs and give each first floor room an individual exit, leaving the halls free for the second and third floor pupils.

On the second and third floors an individual exit has been cut from each room to a fire escape. Where this has been impossible an intercommunicating door has been cut to a room leading directly to the fire escape. Sixty buildings have thus been treated and a total of nine hundred and seven exit doors have been cut.

The second method of safeguarding the school buildings has been in the erection of one hundred and eighty-one fire escapes fitted to sixty-three buildings. The cost of this work has been \$50,369 and is not yet completed.

The third safeguard has been the fireproofing of the basements of the buildings of open joist construction.

The stairways leading from basements have been protected by fireproof doors as a fourth safeguard. Double exit doors have been equipped with a safety lock, so that the doors may be operated simultaneously. Up to September 1st the board had spent practically \$100,000 out of an appropriation of \$200,000.

## MODOC COUNTY HIGH SCHOOL.

A pleasing simplification of the classic style of architecture may be found in the exterior of the Modoc County, California, high school, planned and erected by Architect H. M. Patterson. The basement of the structure is on a level with the surrounding lot and contains a large laboratory, toilet rooms, gymnasium, and an unfinished room for manual training.

On the first and second floors there are six classrooms, a library, offices for teachers and principals, cloak and typewriting rooms.

The cost of the building amounted to \$35,000.

## THE LOCKWOOD SCHOOL.

The new Lockwood school, shown on pages 10 and 11, is a novel adaptation of an eight-room school to a triangular-shaped site. In the basement there are two large playrooms, with toilet rooms adjoining, and a room for the blower and the furnaces. Four standard size classrooms are located on the first floor. Each is provided with a cloakroom of the Boston type. Two offices are placed in the narrow space near the main entrance, one for the principal and one for the school board. The second floor is practically a duplicate of the first. A library and a room for the teachers occupy the space of the offices below.

Mr. Baker has cleverly utilized every bit of odd space for closets and storage rooms. The cost of the building complete is \$40,000.

## TO ERECT HIGH SCHOOL.

Plans have been completed for a model high school for girls in the city of Philadelphia. Mr. Joel D. Cook, who has designed all the newer schools in the Quaker City, is architect of the proposed building.

The sum of \$600,000 has been set aside by the board for the completion and equipment of

the structure. The auditorium will be large enough to seat 1,700 people and space will be provided in the classrooms for 1,000 students. There will be four laboratories, a suite of rooms devoted to domestic science, including two kitchens, a large gymnasium with dressing rooms and baths, and some fifty classrooms.

The building will be of brick, with exterior trimmings of sandstone or terra cotta. The construction will be absolutely fireproof throughout. Ample stairways and two elevators will be installed. A complete refrigerating and sterilizing plant will be installed for treating the drinking water supplied. The ventilating system will have two air washers and humidifiers, so that all the air delivered into the classrooms will be clean and free from dust. Not only the temperature, but also the humidity, of the air will be automatically controlled.

## A Fourteen-Story School.

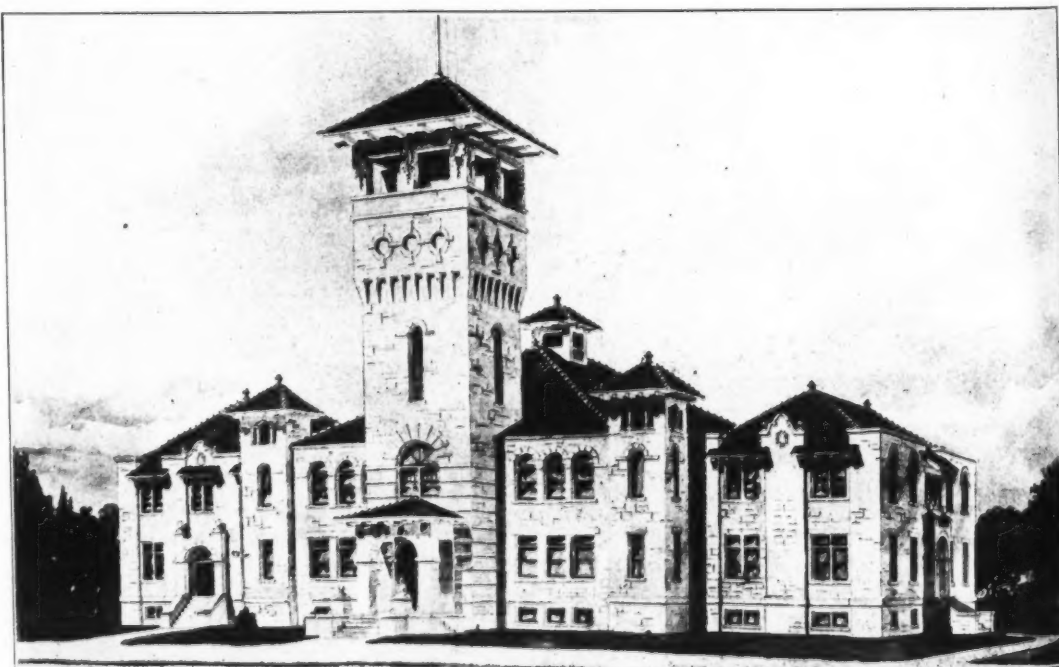
Chicago is to have a fourteen-story commercial high school building near the heart of the business district. The board has authorized Mr. Dwight H. Perkins, its official architect, to prepare plans for the building, not to exceed in cost \$800,000. A large assembly hall, in which meetings of all the teachers may be held, and offices for the school board, the superintendents and other officials, are to be provided. It is expected that the building will be completed by May, 1912.

**PLAYGROUNDS.**—Should be covered with natural gravel or sand mixed with gravel, and should have an easy slope in order to effect a ready drainage. Where possible the ground should be large enough to permit some ornamentation such as grass plots, shrubbery and trees. There should be a separate entry for boys and girls, and these should be ample in width.

It is estimated that thirty square feet of playground space should be allowed for each pupil.

**GARDENS.**—The school garden is the natural culmination of the nature study movement. The latter started with an elaborate, vapory, theoretical system, but is growing more rational as it is becoming more commonplace.

School garden has won a place for itself in school work. It has been found of immense help in language, drawing, arithmetic and nature study work. The normal schools are making the school garden a regular feature of their work.



NEW HIGH SCHOOL, WEST PALM BEACH, FLA.

FADS

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## FADS AND FRILLS IN EDUCATION.

By Thomas M. Balliet.

"Fifty years ago we were mainly a rural people. Only one-eighth of our people lived in cities. The rest lived in small villages and on farms. Under these conditions children got much physical exercise out of school, often more than they needed. It would have been a 'fad' in those days to put physical training into the curriculum. Today one of the most urgent problems in cities is to provide the physical training needed by the growing child. Such physical training is thoroughly effective only during the period of growth; it cannot be made up in later life by manual labor. Good health and vigorous bodies are surely no less essential than a knowledge of books.

"Years ago boys had all the manual training they needed out of school. The farmer could shoe his own horses, make his own wagons, do the ordinary carpentering required on the farm, and in some cases he could make his own shoes. This education of the hand can no longer be had to the same extent, even on the farm, and is utterly impossible in the city. The school must adjust itself to the change.

"Girls years ago were taught sewing and cooking in their own homes. Today our home life is so complex that this kind of education is either very difficult or impossible in the city home. Either the mother cannot sew and cook herself or the conditions of the home make the teaching of sewing and cooking impossible. The school must assume these new responsibilities. Every girl has a right to learn to sew and cook. You cannot compel the home to do it, but you can tax the home and compel it to pay for having this instruction given in school. We have carried economy in production to a high degree of perfection. The next problem will be to teach economy in consumption. So long as well mended clothes and a good dinner are not 'fads' in the home, to call sewing and cooking 'fads' in school is to misuse language.

"When we were a rural people children were in constant touch with nature out of school. The child of the modern crowded city, instead of being surrounded with natural beauty, is surrounded in most cases with artificial ugliness. Of the children in the lowest grade of the Boston schools some years ago it was found that only 7½ per cent had ever seen growing wheat, only 12½ per cent growing oats, only 34½ per cent growing corn, 39 per cent had seen growing potatoes, etc. I have heard of a kindergarten child who, upon seeing a cow for the first time, asked his teacher why 'cows have handle bars on their heads.' To him the cow was only a certain modification of the bicycle. When children can no longer go to nature, nature must be brought to them in school or by the school.

"Whatever else a child's needs in the way of education may be, his greatest need is to learn to do some one kind of work, either manual or mental, so well that others are willing to pay for it. The apprentice system is largely a thing of the past, and trades must be taught in public trade schools. These must be so conducted as not to flood the labor market with half-trained workmen to reduce wages for all, but so as to raise the standard of efficiency for all. If when our fathers established the public school system the learning of a trade outside of school had been as difficult as it is now, their first care would have been to provide for such instruction in school.

"Other nations have gone far ahead of us in this matter. Berlin had 34,000 students enrolled in its trade schools in 1906. The German army which we need to fear is not the army which carries guns, but the army which carries tools. Unlimited natural resources and our unreasonable high tariff have protected us hitherto against the competition of superior

technical training and industrial intelligence. It needs no far-sightedness to see that such protection is only temporary. Drawing and design are fundamental in industrial and technical education.

"What shall we say of music? Is it a 'fad' or a 'frill'? Do we call it a 'fad' in church? In the Sunday school? In the home? It has been said that he who writes the songs of a people exerts as great an influence as he who makes their laws. Examples of this might be cited in abundance. Where the teaching develops tone quality, the teaching of singing is one of the most powerful moral forces of the school.

"But the cost? The cheapest education is book education; the most expensive is practical education. A purely literary high school can be run cheaply, but a manual training high school requires expensive shops, more laboratories and more teachers and costs more. 'Cheap' and 'good' do not go together in business, but many people somehow assume that they do in education.

"It is urged that these newer studies take up so much time that the 'three R's' are neglected. Children are said not to spell as well as they used to years ago. Records prove the contrary. Ten years ago in one of the cities of Massachusetts in which I happened to be superintendent of schools a bound volume of examination papers of the year 1846 was found in the attic of an old high school. They were the papers of high school pupils of that year. These pupils attended school ten months in the year and were above the average in ability, as their after careers showed. Yet a large number of them misspelled eighteen words of the twenty. These words have since been given to grammar school children in different cities of the United States and in every case the grammar school children have made a better record than the high school children of 1846. The examination in penmanship, geography and arithmetic was equally bad. A similar record in Boston, going back not quite so far, showed similar results. The old time school has been glorified with more affection than judgment.

"But do these 'frills' and 'fads' really educate? Do they develop brain and mind as the 'three R's' do?

"Anthropologists say that the human race has lived on the earth for at least about 50,000 years. The oldest known writing dates back only about 7,000 years, and in many families the ability to read and write dates back only one generation. Now, the education of the race in prehistoric times which produced this brain development was not a literary education. It was brought about through the use of the senses, through the use of the hand in feats

of skill, through hunting and fishing, the building of huts and the making of clothes; through war and through social contact of man with man. It was in short physical and industrial education.

"Prehistoric man was educated by these much discussed 'frills' and 'fads' for over 40,000 years, as the savage is now; and yet this sort of education was so effective that the Zulus have been a match for the white man in South Africa in our own time, as the Indians were in this country in colonial days. In short, the oldest means of education are these very 'frills' and 'fads,' and the really new and recent means are the 'three R's.' The great problem today is how to preserve and to incorporate into the modern school these powerful educational forces of prehistoric school training. Civilization can never abolish the necessity of these effective elements in the education of our savage forefathers."

## SCHOOL HYGIENE.

Supt. D. H. Christensen of Salt Lake City has urged the equipment of a fumigating room in the basement of each of the public school buildings. This, he believes, will be valuable in checking the spread of contagious or infectious diseases.

Under the present system whenever a case of a contagious disease is reported to the school principal the room which the pupil occupied is immediately fumigated. This fumigation, however, does not reach the wraps of the pupils in the cloak halls, nor does it thoroughly disinfect books, papers and other personal belongings. In order to insure a thorough fumigation Mr. Christensen would have a basement room fitted up with hooks and suitably perforated shelves, where the wraps and other articles could be placed during school hours and thoroughly fumigated before the children are ready to go home.

Chicago, Ill. Daily medical inspection of all the pupils in the Chicago schools was begun during the first week of the school year. The health department bulletin explains the method of inspection as follows:

"The inspector should visit each room, stand with his back to a window and have all the pupils of each room file past him for inspection. The pupil, in passing, exposes to view palms of hands and wrists, with the fingers of one hand pulls down the eyelid, exposing the conjunctiva, opens the mouth and puts out the tongue. This hurried inspection of pupils should be made without touching the pupil. Skin diseases, eye diseases and evidence of scarlet fever in convalescent stage can in this manner be detected."

Supt. W. H. Maxwell of New York City has proposed that all truant and incorrigible children be examined by competent physicians for physical defects. During the last school year ten per cent of the children committed to the special schools were examined and nearly every case was found to be suffering from adenoid growths or some other ailment. Mr. Maxwell believes that such children should be medically treated and then given a fair trial in another regular day school.

Lansing, Mich. The health officer, Dr. F. A. Jones, has requested the board of education to appoint twenty physicians to act as medical inspectors of the public schools. He urges that the sum of \$1,000 be appropriated to enable the payment of \$50 annually to each inspector. The local physicians conducted weekly inspections during the last school year with good results.

A new dustless eraser has been patented and is being manufactured by Miss Effie Seachrest, a teacher in Kansas City, Mo. The device is provided with a small, copper lined, metal tank incased in the wooden block. Water from the tank penetrates the face of the eraser by capillary action.



SUPT. W. A. GODWARD,  
Devil's Lake, N. D.

Democratic Candidate for the office of State Superintendent.



# Among Boards of Education

Columbus, Ga. A rule recently enforced forbids children to remain upon the school grounds during the noon recess. It is expected that they go home for their midday meal.

San Francisco, Cal. The school board has passed a rule that all blue prints and specifications for school work submitted by the city architect be held one week for examination. It is desired that no plans be officially approved without due consideration.

The public school teachers of Scranton, Pa., have requested that they be paid in twelve monthly installments rather than during the school term only. They desire that one-twelfth of their annual salary be paid them at the end of each school month. They also demand that the tenth and eleventh installments be paid at the close of the school year, and that the last installment be held until the opening of the new term.

The Pittsburg board of education has been sued again in the matter of the plans for the proposed Central high school building. A citizen has applied for an injunction to prevent the board from accepting any plan except one of those submitted by the original nine architects. The petition is based upon a decision of the supreme court, in which it was held that the original competition constituted a contract between the board and the architect.

Buffalo, N. Y. At the suggestion of Superintendent Emerson the platforms of all fire escapes on school buildings will be placed on a level with the classroom floors. The windows will be cut to the floor line. In the past the platforms have been built even with the window sills, necessitating occupants of rooms to step upward.

Phoenix, Ariz. That the model school of a state normal school cannot be considered a part of the public school system of the district in which it is located, is the decision of Judge Kent in a local case. As a result the school board has lost the state fund for nearly 150 children who attend the model school. The per capita is over \$30 per child.

Racine, Wis. A day school for the blind children of the city will be opened under the direction of Supt. Nelson. The state of Wisconsin appropriates \$150 per year for the instruction of blind children in day schools, which makes it possible to conduct classes practically without cost to the local community.

Great impetus to the Milwaukee trades school movement has been given by the announcement of the Chain Belt Company that it will receive no more apprentices who have not attended the school. Graduates of the institution will be received as senior apprentices and will be given credit for three years' work by the company.

Other Milwaukee industrial plants are investigating the work of the trades school and may follow the example of the Chain Belt Company. The adoption of the same rule in all of the large shops in Milwaukee would mean a great stride for technical education as a preliminary to practical work.

Worcester, Mass. The evening schools will open with fifty-eight teachers under twelve principals. In addition to the ordinary elementary and high school branches, cooking, architectural, free hand and mechanical drawing will be taught.

Philadelphia. With the opening of the school year the board of education has promulgated a

rule that the marriage of any school teacher will operate as her resignation.

Wheeling, W. Va. All of the public school buildings, including furnishings, have been insured by the school board upon a basis of 60 per cent of the valuation. The board considered this percentage ample to cover all probable losses. The grounds and foundations of the buildings have not been reckoned in the insurance.

Atlanta, Ga. The policy of the school board to grant the use of school yards as playgrounds during the long summer vacation has proved eminently successful. Hundreds of children of rich and poor have received the benefit of exercise and sunshine and fresh air on the school grounds.

Canton, O. A rule of the board, adopted recently, forbids janitors to leave their respective buildings during school hours without the written permission of the principal.

An educational commission has been proposed at Milwaukee to study the present high school courses with a view of making them more practical and making them fit the needs of children more closely.

That nearly 35 per cent of the public school pupils of Houston, Texas, are defective in one of their senses of sight, hearing, smell or taste is the conclusion of a committee of physicians who are conducting an examination. In a school of 521 children 20 per cent had defective eyes and 18 per cent were defective in hearing or had an ear or throat trouble. Only 6½ per cent of the boys had poor eyes, as against 13 per cent of the girls. On the other hand, 7.4 per cent of the girls were defective in throat, nose or ears, while 10½ per cent of the boys suffered in these organs. Five cases of trachoma, a contagious oriental disease of the eyes, were found.

Racine, Wis. A supervisor of writing has been employed by the board of education to aid the teachers in this branch. Principals have been authorized to assign any teacher who proves herself strong in teaching penmanship to conduct the lessons in any room of the building which he may direct. Students in the high school may be required to take regular work in writing at the direction of the principal until a satisfactory standard is attained.

Dowagiac, Mich. A clause has been inserted in the contracts of the teachers requiring them to refrain from the use of slang.

The Chicago census bureau has found that the number of children between the ages of 7 and 14 is decreasing, although the population of the city has grown. In the last two years the number of children between these ages has decreased by 8,000 and no cause seems to be present.

The New York City board of education has fixed its budget for the coming year at \$33,031,484.65, which is an increase of \$6,258,521.06 over this year. More than one-half of this increase, or \$3,273,163.52, is made necessary by the increase in salaries of teachers. Proposed increases in salaries are allotted as follows: Elementary schools, \$2,513,224.98; high schools, \$436,434.24; training schools, \$43,433.72; truant schools, \$728.04; special branches, \$40,057.29; evening schools, \$126,737.50; vacation schools, \$74,717.75; substitutes, \$37,830.

Chicago, Ill. The board has determined that firemen in the public schools be allowed overtime at the rate of 40 cents per hour.

## INDUSTRIAL EDUCATION ASSOCIATION TO MEET.

The National Society for the Promotion of Industrial Education will hold its annual meeting at Atlanta, Ga., November 19, 20 and 21. A banquet will take place on the evening of Thursday, Nov. 19. Mr. Asa C. Chandler, president of the Atlanta chamber of commerce and president of the Georgia state branch of the society, will preside. Industrial education, as it relates to the prosperity of the country, will be discussed by eminent men representing the educational and industrial interests of the various sections of the country. Governor Hoke Smith has accepted an invitation to extend the welcome of the state. Other speakers are Dr. Elmer Ellsworth Brown, United States commissioner of education; Hon. James Wilson, secretary of agriculture; Mr. Andrew Carnegie; and the president of the National Society for the Promotion of Industrial Education, Dr. Carroll D. Wright, president of Clark College of Worcester, Mass., and formerly United States commissioner of labor.

Among the speakers for the second evening are: President E. A. Alderman of the University of Virginia, Charlottesville; Mrs. Frederick Nathan of New York, vice president of the National Consumers' League; Hon. G. Gunby Jordan, president of the Eagle and Phenix Mills of Columbus, Ga.; Mr. John Mitchell, vice president of the American Federation of Labor; Mr. Robert C. Ogden of New York, president of the Southern Education Board; and Mr. L. D. Harvey of Menomonie, Wis., president of the National Education Association.

An exhibition of trade school work from all parts of the United States will be one of the features of the convention. This exhibition is being prepared under the direction of Professor K. G. Mathewson, president of the Georgia School of Technology in Atlanta.

### Purposes of the Association.

"The underlying purpose which gave birth to this National Society for the Promotion of Industrial Education," said Dr. Henry S. Pritchett, president of the Carnegie Foundation for the Advancement of Teaching, in his address as president of the society at its last annual meeting, "is the thought that every nation must make each of its citizens an effective economic unit, and then must bring these units into efficient organization. We in America today are not doing this. We are behind. In the city of Berlin, of the boys between fourteen and sixteen, 55 per cent are in continuation schools, learning to become effective economic units in those trades which minister to the city's welfare; in the city of Chicago not one-tenth of one per cent are being so prepared. Part of the mission of our society is to bring to the attention of our national life, of our people, this realization of our shortcomings. But there must also be constructive work. We must have definite, practical trade schools; schools that are going to train these boys and girls into definite, skilled workers. It is the hope that within the next year or two this society, by a committee of its members most familiar with the subject, will be able to recommend to a municipality a model type of trade school; the kind of school which that particular community may well provide."

The Eleventh congressional district agricultural and industrial school of Georgia has been opened at Douglas. The grounds consist of 300 acres of land to be used for the school farm, athletic field, etc. Three buildings, an academic hall and two dormitories, have been opened and others are being added.

### An Introduction

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# Book Reviews

## An Introduction to the Study of Economics.

By Chas. J. Bullock. 619 pages. Cloth, 12mo. Price, \$1.28. Silver, Burdett & Co., New York.

Professor Bullock's text book has for more than ten years held its place as a standard text in economics in colleges and normal schools. It is chiefly to be commended for its clearness and practical treatment and the fair-minded presentation of both sides of the many unsettled controversial problems of the science. In this new edition the statistical matter has been brought down to date, and two important chapters, one on the localization of industry, the other on railroad transportation, have been added. The latter is a frank and careful discussion of the problem which has engrossed public attention during the past two years. The volume is a great improvement over its predecessors and deserves a wide sale.

## A List of Logograms,

Contractions, Phrases and Other Special Forms. Contained in the phonographic amanuensis. By Jerome B. Howard. The Phonographic Institute Company, Cincinnati.

This booklet consists of a vocabulary in which will be found many words with their notes for use in phonography. It will give the student an extensive knowledge of some of the words used and their form in phonography.

## The Life of Alice Freeman Palmer.

By George Herbert Palmer. With portraits and views. Square crown, 8vo., 349 pages. Price, \$1.50, net. Houghton, Mifflin Company, Boston.

The subject of this unique biography was well born. Her ancestors dowered her with physical and moral beauty, with unusual executive ability, and with a disposition to improve social conditions. As the eldest in a family of slender means she was early trained to habits of regular work and helpfulness, thus preparing her for future power. For she was not daunted by the ever present problem of ways and means. She was an aggressive enough type to be nourished and stimulated by poverty. As a woman who had had large opportunity to test her own theories she wrote: "Still I believe that God helps only those who help themselves." Naturally she was a pioneer all her life; first, as one of a few women seeking higher education in the universities of Michigan; then as professor of history in Wellesley when all the officers and teachers were women; later as president of this same college of which, on the broad foundations laid by its founder, Henry Fowle Durant, she became the virtual builder; last, as an honored and beloved wife she spent much of her enlarged strength in doing yeoman's service on educational and philanthropic boards. In time, her life numbered forty-seven years; in deeds, she accomplished, and accomplished with distinction, enough to have filled the allotted span of three score years and ten.

The minds of individuals always appealed to this gifted woman. Her quick sympathies enabled her to understand the circumstances, limitations, needs of others; her talent for devising wise ways of meeting existing conditions made her advice valuable and sought for. So she was an uplifting influence to hundreds, even thousands, to whom her mere presence imparted strength and courage. She gave of herself constantly and generously. Her motto

would seem to have been that of Wellesley College. "Not to be ministered unto, but to minister."

Her insight into character, her steady faith in the vital truths of life, her great personal charm, her rare womanliness, are finely portrayed in these pages. Philosophic analysis, artistic touches, delicate reticences, make the book an exceptional biography. It is a fitting tribute to a fine life. It will also be helpful to the many who have not the rare good fortune of coming under the direct influence of this gracious personality.

## Snow-Bound.

And other early poems of John Greenleaf Whittier. By A. L. Bouton. 288 pages. Price, 25 cents. The Macmillan Company, New York, Chicago.

This idyl of early New England life can hardly be given the public in too many forms. It has here for companions a goodly number of Whittier's earlier poems.

The strength and limitations of the poet are well handled in the biographical sketch. It has been clearly shown that in style and in variety of theme his mind unfolded and perfected itself far into advancing age. The notes judiciously supplement the aid any good dictionary can give.

## The Catholic School System.

In the United States. By Rev. J. A. Burns, C. S. C., Ph. D. Cloth, 415 pages. Price, \$1.50. Benziger Bros., New York.

A history of education in the United States is not complete without the story of the endeavors of the various religious denominations. The Roman Catholics have taken a leading position in the training of youth and their institutions represent practically the only complete system of schools in the country outside the public schools. The present volume is a careful study of the Catholic school movement from the earliest times down to the immigration period which began about the year 1840. The author shows that the characteristic feature of the movement was the endeavor to build schools, provide teachers, and overcome the fundamental difficulties which the pioneers met in every line of endeavor. He is frank in saying that there was little academic progress. The period was one of beginnings against all kinds of odds.

The introduction is a brief but forceful exposition of the Catholic position on parochial school education. The history proper begins with earliest schools in Florida in 1629 and in New Mexico in 1594.

A valuable appendix of a program and prospectus of early schools with an extended bibliography is added.

## Dictionary of the English and German Languages.

By William James. Forty-first edition. German-English and English-German in one volume. 592 pages. Price, \$1.50, net. The Macmillan Company, New York, Chicago.

In the preface to the forty-first edition the publishers make the claim that both parts of James' dictionary have been entirely rewritten. The work, it is said, has been undertaken by Mr. George Payn, an Englishman of considerable repute as a lexicographer, with the assistance of German collaborators of note. Dr. Leon Kellner of Czarnowitz University is credited with the revision of the work.

The pronunciation of the English words, like all previous editions, is based upon the Stormonth system. This is, of course, entirely due to its simplicity and general acceptance by authorities. The spelling, both of the English and German sections, follows the newest spellings as yet adopted. This does not mean that the revised spelling has been adopted. The German part follows the newest Duden edition of 1907. The English section takes as a standard the latest spelling to be found in the best literature of the day. Appended to the whole is a select pronouncing vocabulary of English proper names, a list of abbreviations and contractions in general use, and the forms and tenses of irregular English verbs.

## A Practical Course in Touch Typewriting.

A scientific method of mastering the keyboard by the sense of touch. By Charles E. Smith, author of "Cumulative Speller." 46 pages. Price, 75 cents. Isaac Pitman & Sons, New York.

The success with which the idea of the promulgators of Touch Typewriting has been met, unquestionably encouraged the publishers of this new volume to continue in their good work. The practicability of its execution and the scientific foundation upon which it is based accounts for the widespread adoption and general acceptance of the system.

The new edition, for the Oliver typewriter, continues the good work of its predecessors. This text explains the composition of the shift keys, indicates the guide keys and suggests exercises for mastering a complete control of the Oliver keyboard. It passes from a simple practice of character combinations to the execution of letters, specifications of contracts, legal forms, wills, etc.

The energy and enterprise manifested by Isaac Pitman & Sons in producing this edition can not be ignored. The service is distinct both for schools who must instruct and employers who must use the results of the system devised.

## School Reports and School Efficiency.

By Davis S. Snedden and William H. Allen. 178 pages. The Macmillan Co., New York.

Of the many books on school administrative topics which have been issued during the past year none deserve a warmer welcome than this. Reports and statistics have become almost a mania with school officials and their prolixity has been equalled only by their variety. The authors briefly discuss the purposes of educational reports, their uses and possibilities, the necessity of uniformity, and then lead to a systematic study of facts and figures which should be brought out as a basis for improving the efficiency of the schools. A large variety of the most suggestive tables and forms are presented from school reports in the large and small cities of the country, with pertinent principles for economy in arrangement and compilation. A practical study of the New York reports is added.

Superintendents and school board officials who are engaged in rendering reports, will find the book full of practical hints, suggestive lines of inquiry and study, and technical methods.

*Education in Formosa.* By Julian H. Arnold, American consul at Tamsui, Formosa. Paper, 70 pages. Issued by the bureau of education, Washington, D. C.

This is a history of education on the island of Formosa from the earliest attempts of the Dutch in 1624 to the present date. It is of interest in that it contains a careful description of the educational campaign conducted at present by Japan, which offers a parallel to similar work performed by our government in the Philippines.





### DEATH OF MR. GUNN.

Adam F. Gunn, Pacific coast manager of the American Book Company and one of the most widely known bookmen in the west, died in San Francisco, on August 24. He was stricken with apoplexy while at his desk and expired within a very short time. He was 63 years of age.

Mr. Gunn entered the book business more than thirty years ago as an agent of Ivison, Blakeman & Taylor. His success as a salesman led to his promotion to the western managership of the firm. When the company was merged in 1890 into the American Book Company, he was retained as western joint-agent and in 1892 became sole manager. He had a wide acquaintance in the coast and mountain states and was exceedingly popular with the school people.

Mr. Gunn was active in masonic affairs and was a member of the Oakland commandery. He leaves a widow, a son, and a daughter.

### RESOLUTIONS ON THE DEATH OF MR. SMYTH.

The resolutions printed below were passed by the publishers of Chicago in appreciation of the late Mr. Smyth of D. C. Heath & Co.:

The publishers of Chicago, assembled Aug. 5 on account of the death of Mr. Winfield Scott Smyth, appointed the undersigned committee to prepare a formal expression of their esteem for their recent associate, and of their sympathy for his family.

To all who in any way were associated with Mr. Smyth there comes now the picture of his genial presence. He was a lovable man, dignified, yet always easy of approach, and his manner was an expression of that large hearted humanity that sees in every other man a brother.

Those who came closer to him recognized at once a man of high ideals, broad culture and refined taste. Those who knew of his interest in civic matters appreciated his willingness to assist in all that makes for good citizenship. He was one of God's noblemen.

With our sense of loss there is mingled a feeling of gratitude for the privilege of having been associated with Mr. Smyth and having known thus intimately his life and character and work.

The committee which drew up and signed the resolutions consisted of Mr. E. H. Scott, president of Scott, Foresman & Co.; Mr. H. H. Hilton, resident director of Ginn & Co.; Mr. C. F. Newkirk, manager of Rand, McNally & Co.

### "WANTED—READING BOOKS."

"Magnificent surroundings, mahogany book-cases and books—mere books—do not make a library," said Mr. W. P. Teal of the Prang Educational Company recently. He had just returned to Champaign, Ill., after conducting a successful summer school at Cedar Rapids, Ia., for art teachers.

"That always reminds me of the wealthy New Yorker who entertained a number of gentlemen, among them a group of school bookmen, at his new residence on upper Fifth avenue. The house is one of those marble and gold palaces, furnished lavishly. The host took great pride in 'his' room, as he put it, the library, and could not understand why the bookmen appeared amused when they examined a few of the books. He naturally demanded to know why they laughed, but they only asked how he had bought the collection.

"Why," he said, "I rang up a friend I have in the book business when the library was furnished, and told him to send up enough reading books to fill the shelves. I got them cheap, too."

"He was very much surprised to learn that he had received 800 copies of McGuffey's readers."

### "STUNG."

"Bookmen have queer experiences in traveling through the country," said Mr. George G. Field of Hinds, Noble & Eldredge, recently. "I remember one instance that amused the crowd of the fraternity immensely.

"At one of the teachers' institutes held in the empire state a few years ago one of the subsidiary or constituent companies of the 'trust' was represented by an energetic, pushing fellow we will call Mr. D.

"About 90 per cent of the 200 teachers attending this institute were of the gentle sex. One fairer than the average attracted the eagle eye of Mr. D. as he was enjoying his after dinner cigar on the porch of the hotel.

"As this was his first visit to the county, it dawned on his brilliant mind that it would be a good chance to see something of the country and at the same time do a good stroke of business for his house. So, after an introduction to the fair one, he suggested it would be a beautiful evening for a drive, and accordingly invited the lady. His invitation accepted, Mr. D. ordered the best horse and buggy from a nearby livery.

"They drove about 'steen' miles, while his fair companion pointed out the places of note and interest, such as ruins of the old mill by the dam site, lovers' lane, and the cemetery. Mr. D. all the while had visions of a fat order for readers, copy books, geographies, etc., for the school presided over by the fair one at his side. As they passed the little old red schoolhouse his business instincts were awakened, and, turning to his companion, he nonchalantly remarked: 'By the way, where is your school located?'

"My school?" repeated the fair one in surprise. 'Why, I am not one of the teachers—I am the chambermaid at the hotel.'

"Moral—How did Mr. D. fix that on his expense account?"

### AMONG BOOKMEN.

An attack upon the legislative record of Mr. E. H. McMichael, who represents the Charles E. Merrill Company in Georgia, has resulted in the arrest of his alleged detractor on a charge of criminal libel. Mr. McMichael has been a member of the Georgia legislature for a number of years and has never concealed his connection with his firm.

Mr. C. N. Merica acts as western representative for Eaton & Co. He travels from the Chicago office.

Mr. Samuel B. Todd of the American Book Company is still ill in a Chicago hospital. It is stated that he is improving slowly.

The educational department of Little, Brown & Co. has greatly widened its scope under the direction of Mr. James R. McDonald.

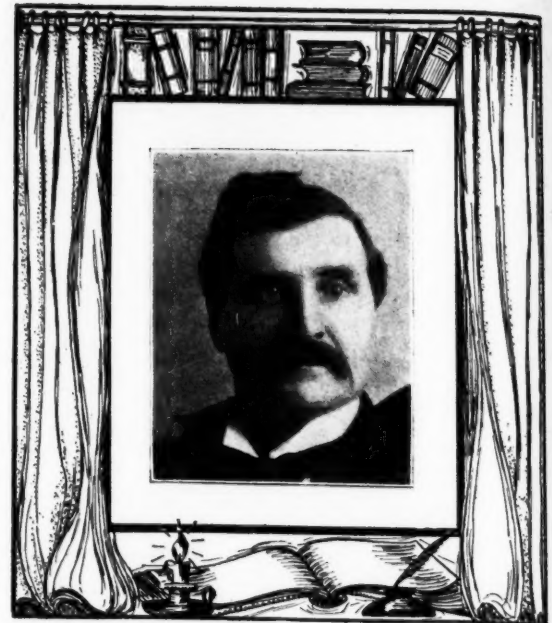
Mr. C. W. Turner of the Philadelphia office of Silver, Burdett & Co. was formerly the Ohio agent of the firm.

Mr. J. Winn Brown, Boston, is in charge of the manufacturing department of Silver, Burdett & Co.

Mr. A. W. Mumford, president of A. W. Mumford & Co., has the western agency for the publications of A. S. Barnes & Co.

Mr. W. R. Baker, Boston, covers Rhode Island and Massachusetts for Silver, Burdett & Co.

The general agent of the Educational Publishing Company in the northwest is Mr. A. B. Welles of Wells, N. D.



MR. A. F. GUNN,  
Pacific Coast Manager of the American Book Company,  
who died recently.

Mr. W. T. Pate of the American Book Company says that he "trusts" to be with the company for many more years.

The New England territory is covered for Newson & Co. by Mr. F. J. Sherman of Boston.

A new edition of Maury's physical geography has been placed on the market by the American Book Company. It is edited by F. W. Simonds and is thoroughly revised to date.

Lansing, Mich. Frye's primary geography has been adopted to replace Frye's First Steps in Geography.

The New York Silicate Book Slate Company has just issued its fortieth edition illustrated catalogue. A copy will be mailed with samples of the firm's products to anyone who will make a request for the same.

Two Latin prose composition books based upon Cæsar and Cicero have been written by Mr. Henry C. Pearson. They are published by the American Book Company.

### AFRAID TO EAT.

#### Girl Starving on Ill-Selected Food.

"Several years ago I was actually starving," writes a Maine girl, "yet dared not eat for fear of the consequences.

"I had suffered from indigestion from overwork, irregular meals and improper food, until at last my stomach became so weak I could eat scarcely any food without great distress.

"Many kinds of food were tried, all with the same discouraging effects. I steadily lost health and strength, until I was but a wreck of my former self.

"Having heard of Grape-Nuts and its great merits, I purchased a package, but with little hope that it would help me—I was so discouraged.

"I found it not only appetizing, but that I could eat it as I liked, and that it satisfied the craving for food without causing distress, and, if I may use the expression, 'it filled the bill.'

"For months Grape-Nuts was my principal article of diet. I felt from the very first that I had found the right way to health and happiness, and my anticipations were fully realized.

"With its continued use I regained my usual health and strength. Today I am well and can eat anything I like, yet Grape-Nuts food forms a part of my bill of fare." "There's a Reason."

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### THE SCHOOL SUPERINTENDENT.

The test of school board efficiency lies in the selection of a superintendent, for on a good superintendent, more than any other factor, depends the successful administration of a school system. A rare combination of personal qualifications is required for a high class superintendent. "He must be a scholar and be a thorough student of educational problems. He must be a man of power; a real leader, who inspires his teachers. He must be a man of the highest executive capacity, with the ability to originate and carry out his ideas. He must be a man with the perseverance to carry out the work necessary to lift the school system to the highest rank." With these qualifications he must combine tact and kindness, and above all, common sense.

**Selection.**—One of two general methods are usually employed by school boards in selecting a superintendent. The first is to make known the fact that the position is open and choose from the applicants the one who may possess the highest scholarship and executive ability combined with the greatest experience. The other plan is to seek the best man in a similar administrative position, wherever he may be found, and offer him an adequate inducement to come. The latter plan will bring the best results and is in use by the most progressive boards. In some localities a new superintendent is elected for a year, on trial; after which his term is fixed at two or more years, according to the rules of the board.

**Duties.**—As the executive officer of the school board the superintendent has general supervision of all the schools of the district (municipality), their organization, classification, course of study, and methods of management and instruction. Generally he is expected to devote himself exclusively to the duties of the

office and the direction of all employes connected with the school is committed to his care.

The superintendent is expected to acquaint himself with the latest thought on the philosophy and art of teaching the best methods pursued in the administration and supervision of other school systems, that he may make intelligent comparisons and suggest improvements.

He should visit each school as often as practicable, note the character of instruction given and the spirit of the work and deportment of principals, teachers and pupils, and make such suggestions and render such aid to each as will promote the welfare of the school.

The superintendent should meet the teachers and principals as often as he deems necessary for the purpose of discussing educational topics, methods of management and instruction. In some cities he is required to lay out a course of professional reading for study and apply such tests as may be proper to ascertain the character of this work.

The superintendent should be required to see that the teachers and principals are supplied with the necessary blanks for making their reports, and shall see that these are properly filed with him. From the report submitted he will be required to make monthly and annual reports to the board of education.

The superintendent should have the power of initiative in the selection of text books and supplementary, reference, and library books. The final adoption or rejection of a book should remain with the board. The same may be said of supplies, apparatus and furniture.

The superintendent should nominate teachers, principals, truant officers and assistant superintendents. He should have the power to reassign teachers or principals in accordance with the best needs of the schools. He will keep a record of the work of principals and

teachers to determine their merit or fitness for reappointment and increase of salary. He should be the judge of all excuses for absence and should recommend leaves of absence with or without pay.

The superintendent should be entrusted with the enforcement of the compulsory education law. He should nominate and supervise the attendance officers and should have the power to request their removal, if incompetent.

As chief organizer of the school the superintendent should recommend to the board the establishment of schools, kindergartens and special features in the schools. He should be given power to increase or decrease the number of classes in the schools. He should provide all facilities for the schools.

The superintendent should be charged with the duty of inspecting school buildings and grounds to determine their healthful condition, whether they fulfill the best purposes of instruction with the special view of recommending improvements to existing buildings or needed additions.

The superintendent should be required to be present at all meetings of the board and all meetings of committees which may require his assistance. He should be privileged to speak on any and all questions, but not vote.

**Term.**—The average length of term for superintendents is about two years. In small cities and towns it is often but one year. The tendency is to fix the time at three years. Some authorities hold that the superintendent and teachers should have indefinite terms during good behavior, and while in theory this may seem ideal, in actual practice it has not been found productive of good results. A three or four year term will give an official sufficient security to carry out his ideas for improving the schools.



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Longmans, Green & Co. have announced a work in two volumes on Moral Instruction and Training in Schools. The book is the outcome of an international inquiry conducted by a committee which was appointed at a large meeting held in London on Feb. 5, 1907, under the chairmanship of the Hon. James Bryce. The first volume deals with methods of moral instruction and training in elementary schools, in Sunday schools, in adult schools and in training colleges in the United Kingdom; the second with the methods of moral instruction and training adopted in schools in France, Denmark, Norway, Germany, Switzerland, the United States, Canada, New South Wales, New Zealand and Japan.

Among the contributors are prominent educators and clergymen from practically every civilized nation of the globe. The volumes have been edited by M. E. Sadler, who contributes the introduction.

The Mother Tongue, the well known language series by Kittredge and Arnold, published by Ginn & Co., has undergone a complete revision. The new edition embodies suggestions from a great number of well known teachers who are using the books, and offers other improvements and additions inspired by recent developments in English study and pedagogical method.

The Bailey-Manly spelling book, which received so much attention in connection with the national spelling contest at the N. E. A. sum-

mer meeting, because the Cleveland team, which won the contest, was trained largely with words taken from this book, is proving a popular favorite. The adoptions are scattered all the way from the Atlantic to the Pacific. Among those in Pennsylvania are Swissvale, Phoenixville and Wayne, while North Yakima and other cities in the state of Washington have taken it up. In Pennsylvania the two-book form is chiefly used, and in Washington the one-book.

A new, revised edition of L. Habrick's *Pädagogische Psychologie* has been imported by Benziger Bros., New York. The work covers the most important topics of mental science, with especial reference to pedagogy. The book is written from the standpoint of Christian philosophy and is intended for teachers. The price is \$3, net.

#### Recent Adoptions.

Hill & Ford's Spanish grammar has been adopted for use in the high school at Worcester, Mass. The book is published by D. C. Heath & Co.

Olympia, Wash. Adopted the Brooks readers, I and II; the Baker & Carpenter readers, III, IV, V and VI; Guide Books to English; Dunn's Community and the Citizen; Warren's Stories from English History; the Smith arithmetics; Inglis & Prettyman's First Book in Latin; Slaughter & Lennis' algebra; Cheyney's History of England; Painter's American Literature.

Walla Walla, Wash. Adopted Modern Music series, Sykes' English Composition, Inglis & Prettyman's First Book in Latin, Von Minckwitz's Cicero, Kavana & Beatty's Rhetoric, Wolfson's Ancient History, Peabody's physiology.

Chehalis, Wash. Adopted Mace's U. S. history and Curry's Literary Readings.

Council Bluffs, Ia. Milne's arithmetics have been adopted to replace the Werner text.

Amboy, Ill. Adopted Reed & Kelley's grammars (published by Charles E. Merrill Company).

San Francisco, Cal. Adopted for use in the Cosmopolitan schools the following books: Introduction a la Lingua Castellana, by Marion and Des Garennes; Frye's Geografia Elemental (Spanish edition); Woman's First and Second Books in Spanish; Hotchkiss' Le Premier Livre de Francaise; Hotchkiss' Livre des Enfants.

The increasing growth of the Isaac Pitman shorthand since the issue of the new work, Course in Shorthand, is evident by the large number of prominent schools having recently introduced this method. The "Course" has been adopted by the following schools: East Side Evening High School for Men, New York; Eastern District High school (girls' department), Brooklyn, N. Y.; Technical High school, Springfield, Mass.; De Witt Clinton High school, New York; high school, Sioux Falls, S. D.; high school, West Hoboken, N. J.; high school, Phoenixville, Pa.; high school, Hastings-on-Hudson, N. Y.; high school, Yonkers, N. Y.; high school, Rye, N. Y.; high school, Deadwood, S. D.; high school, Kearney, N. J.; high school, Stockbridge, Mass.; high school, Medford, Ore.; high school, Glastonbury, Conn.; high school, Gove, Kan.; high school, South Hadley Falls, Mass.; high school, Hattiesburg, Miss.

Lena, Ill. Adopted Graded Literature readers (Charles E. Merrill Company). Abernethy American Literature has been selected for the text in Dakota Academy by President Marlanger (Charles E. Merrill Company).

Maquoketa, Ia. Prang's drawing books adopted.

## GREEK MYTHS AND THEIR ART

Just from the press. The Greek Myths as an Inspiration in Art and Literature. A Supplementary Reader prepared for use in the Fourth, Fifth and Sixth grades. By Charles E. Mann. Price per copy, 60 cents. Discounts quoted on application.

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In the last half dozen years the  
schools teaching

## The Benn Pitman System of Phonography

Have prepared more successful  
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### Civil Service Examinations

than have the Schools of all other Systems put together.

For particulars, read the paper on "Short-hand in the Offices of the United States Government," by Frederic Irland, Official Reporter of Debates, of the United States House of Representatives, a copy of which, together with "A Table Showing the State of the Shorthand Service in the Departments of the United States Government," arranged according to systems of shorthand written, will be sent free to any address on request to

**The Phonographic Institute Company,**  
Cincinnati, Ohio.

BENN PITMAN, President.  
JEROME B. HOWARD, Manager.

## Isaac Pitman Shorthand

### HOLDS EVERY RECORD for Speed and Accuracy

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"THERE is always room at the top," is the old and true adage. But in the ladder that leads to attainment the perspective is reversed and the rungs become further apart as the top is reached. The poorly equipped will reach no higher than the level of their attainments, and so it is with shorthand writers and shorthand systems. **The writer who chooses a poor system is far from the winner when the race is over.**

The adjoining diagram represents the highest net speeds attained by the different systems in the

First International Speed Contest,	Baltimore,	1906
Second " " "	Boston,	1907
Third " " "	Philadelphia,	1908

A copy of "Course in Isaac Pitman Shorthand" will be sent to any teacher or public school official upon application. Send for "History of Shorthand in Public Schools," and particulars of free mail course for teachers.

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Course in Isaac Pitman Shorthand	: : \$1.50
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#### Wider Use of School Buildings.

To allow public school buildings to remain in absolute idleness when classes are not in session is criminal negligence on the part of school authorities, according to the ideas of Prof. Charles Zueblin of the University of Chicago. He says: "When we speak of schoolhouses we do not necessarily mean that they are places merely to pursue studies. We can bring into them features like concerts and lectures, which will add to the social enjoyment of all. We should treat these buildings like tremendous educational plants, and anything that tends to stimulate the intellect has its function in the schoolhouse. To limit the schoolhouse for school purposes only is wrong. It is criminal negligence to allow these buildings to remain idle when there are organizations that are only too glad to utilize them for entertainments, lectures and other purposes which add to the enjoyment of life, and at the same time which help to broaden and improve the mind. In my own city, Chicago, some years ago we were compelled to go to the legislature and ask for a law giving us permission to utilize our school buildings, valued at more than \$25,000,000, for other than school purposes."

#### California Statistics.

Statistician Wood of the California department of public instruction has prepared a summary of the data gathered from the reports of the state school system. In brief, Mr. Wood's figures show the following:

High schools—In the state fifty-two counties maintain high schools, employing 480 male and 834 female teachers. Attending these schools are 17,912 girls and 14,102 boys, or a total of 32,014. The receipts for the year were \$3,979,671.15, and expenditures \$3,154,933.52, leaving a total of \$824,735.35. The total valuation of

all property owned by the high schools is \$6,571,382.

Normal schools—There are five normal schools in the state, with 85 female and 41 male teachers. There were 2,041 women and 144 men attending the schools in the normal department and 2,026 in the training department. There have been 768 men and 7,337 women graduates from the schools since establishment of the first school; 3,316 graduates are teaching in the state schools. Receipts for last year amounted to \$627,713.05 and expenditures \$328,776.31, leaving a balance of \$298,936.74. Property owned by this department is valued at \$1,217,939.

Primary and grammar—Total number of school districts in the state at the close of the year was 3,224, and there are 3,995 schoolhouses in these districts. There are 839 men and 7,763 women teachers employed and a total of 298,925 scholars attending these schools. The receipts amounted to \$13,638,600.52 and expenditures to \$10,988,221.89, leaving a balance of \$2,650,378.63. The value of all property in these schools is \$28,066,326.

#### A NEGLECTED PHASE OF SCHOOLROOM SANITATION.

(Concluded from Page 3)

The government is likewise committed to the policy of educating our children. If it pays for the government to educate the child, it is certainly worth its while to protect his health, which alone can make that education useful later on.

Any real important problem of public sanitation will not have its solution long delayed on the ground of expense. We have thousands in money for defense from preventable disease, but not one life of the most humble within our city for tribute to it. Enlighten the public and

money will flow like water. The teacher occupies the point of greatest vantage for this great work. It is true that the teacher's duties are already too numerous. No class of workers more cheerfully perform so many duties not "nominated in the bond."

An old philosopher friend of mine was fond of saying: "If you have something important to do that you must ask some one else to do for you, ask a busy man. He will find the time." The teachers will find the time. They, of all people, have the opportunity, and as a class they never shirk.

#### MOVE TO LARGER QUARTERS.

On Sept. 15 the American Seating Company's main offices in Chicago were moved from the location at 90 Wabash avenue, where they have been for so many years, to the sixth and seventh floors of the McClurg building at 215 Wabash avenue.

The steady growth of this firm's business has made its old quarters inadequate. In the new, modern, fireproof structure the sixth floor will be fitted up as offices and elegant reception rooms for customers. The seventh floor will be divided into several display rooms. One of these will contain the largest exhibit of school furniture and supplies to be seen in the country. Other rooms will contain church furniture, lodge furniture, opera chairs, railroad settees, shoe store seating and park furniture. Besides these they will have a greater display than heretofore of ecclesiastical carvings. They expect to be nicely settled in the new quarters early in October. The company's reputation for good goods and fair treatment of customers has caused the great increase in its business that has made this move necessary and possible.



## KINDERGARTEN LEGISLATION IN THE UNITED STATES.

(Concluded from page 3.)

"The age fixed in Germany is seven years and the physicians in that country are endeavoring to raise it to eight."

In reply to a further letter asking his authority for the statement that the law would have no effect on the kindergartens of the state, Mr. Ainsworth said:

Allow me to call your attention to Sections 430C and 430D (created by Chapter 298), Laws of 1899, School Code. You will observe that kindergartens are maintained by special tax raised for that purpose.

The resolution referred to was drawn and introduced by myself, and I took great pains getting the opinion of the assistant attorney general; also the opinion of Mr. Harper, who is authority on school law, on this same point. Both claimed that it would have no effect on the kindergartens. If, as you think, that it would be otherwise, I should not care to have the change made, as I consider these schools of the greatest importance.

## The Necessity Disproved.

These letters indicated a need for investigation along at least two lines; the first whether the rural schools really needed such a measure; and second, whether the author of the bill is justified in maintaining that its passage would have no effect on the kindergartens of the state. The first of these lines of investigation was undertaken by President Jackson of the Wisconsin State Teachers' association. He sent out cards to all the county superintendents, seventy-two in number, asking to what extent four year old children attended the rural schools, and to what extent they were a serious problem in the teaching and management of these schools.

He summarized the results as follows: 1. Number of those who positively state that the presence of four year old children is not a serious problem, 48.

2. Number of those who say that in a few cases, at least, there have been complaints, especially in the spring, 5.

3. Number of those who say that the presence of four year old children is a serious problem, 4.

4. Number of those who did not reply, and who, therefore, are evidently not seriously agitated over the matter, 15.

With forty-eight out of seventy-two declaring that the four year old child is not a problem in the rural schools, the plea that the country schools need such legislation is shown to lack foundation. The motive for it must be found elsewhere.

## The Effect on Kindergartens.

The second line of investigation needed is, as stated, the soundness of Mr. Ainsworth's contention that the bill would not affect the kindergartens of the state because of certain legislation on the subject. The sections referred to read as follows:

**Kindergartens.** Section 430C. (Created by Chapter 298, Laws of 1899.)

"In any school district under the supervision of the county superintendent in which a high school or a graded school having more than two departments is maintained the question of establishing and maintaining by the levy of a tax therefor as many kindergartens as will be required to accommodate the children of such districts between the ages of four and six years, allowing forty pupils to each kindergarten, may be submitted at the annual meeting to the legal voters present and a vote taken thereon as in the case of a vote on free text books."

Section 430D. (Created by Chapter 298, Laws of 1899.)

"The board of education in any city of the third or fourth class, whether organized under the general law or special charter, at the time of certifying to the city clerk its yearly estimate of the expenses of the public schools under its charge, shall certify also, separately, an estimate of the cost for the school year of as many kindergartens as will, in their judgment, be required for the accommodation of the children of said city between the ages of four and six years. The council shall take action thereon. If the whole or a part of the estimate be approved, the council shall make an appropriation of the amount approved by them for that purpose, which shall be in addition to the other funds appropriated for school purposes, and shall be used only for the support of such kindergartens."

But in the opinion of lawyers who have made a careful study of the matter these sections are not general enough to protect the kindergarten. They apply only to school districts under the control of a county superintendent.

and to cities of the third and fourth class. In view of the interpretation of the legislation supposed to protect the kindergartner, I wrote to the attorney general, stating that these objections had been made to Mr. Ainsworth's interpretation, and asked him for his opinion. The objections raised were all ignored in his reply. He made the following significant statement, however, which answers the question whether the amendment will have a detrimental effect upon the kindergartens. His letter is, in part, as follows:

"In the present constitutional provision the word 'four' stands where the word 'six' is inserted in the proposed amendment. That is all the change that is proposed to be made by this amendment and you will observe that its effect will be only this, that whereas before its passage in any district schools established by legislature, no tuition was permitted to be charged for children between the ages of four and twenty, if this amendment is adopted no tuition can be charged for children between the ages of six and twenty years.

"I do not see that the adoption of the proposed amendment would in any manner interfere with the establishment and maintenance of kindergartens provided for in Chapter 298 of the Laws of 1899, but it would undoubtedly authorize school districts to charge a tuition for children who are not six years of age. If you or others consider that the placing of such power in the hands of school districts will endanger the establishment of kindergartens, then, of course, you would be justified in opposing the amendment.

"What I have said is entirely unofficial, but I considered that less could not be said and fully inform you of the situation. Very truly yours, A. C. Titus, Assistant Attorney General."

Summing up the matter thus far it seems to stand thus: The legislation in question is neither needed nor called for by the rural schools, since four year old children do not attend in sufficient numbers to form a problem.

The legislation is not needed in the cities, since all objections to the attendance of children of four years are met by the establishment of kindergartens.

Since children could only attend kindergartens by the payment of tuition if the bill were passed, the kindergartens established in the eighty communities of the state would be practically abolished, and the 20,000 or more children enrolled in them would be turned into the streets.

If the interests of a relatively small number of children conflicted with the interests of a number much larger, the amendment might be urged on the plea of the greatest good to the greatest number. Even then there would be no good reason for depriving the smaller number of what might easily be saved to them. The plea that the rural schools need the amendment to keep the four year olds out of the schools has been shown to have no foundation.

That a school age of four years is too low an age for the best school work may be urged with some show of reason, and yet twenty-four states having a school age of five, six, seven and eight, have during the past two decades lowered that age to four years to give the children the benefit of the kindergarten, a form of education suited to the four year old child. But the amendment does not seek to retain the kindergarten, and it is therefore out of harmony with the general trend of educational legislation throughout the country. Shall Wisconsin, then, be ranked with indifferent Delaware, undeveloped North Dakota, and the eight unprogressive southern states?

Should this bill pass, it would deserve to be ranked far below any of these, for they are earnestly striving to secure what Wisconsin has and is seeking to discard, without adequate motive or return. Is it a light thing to legislate out of existence, even indirectly, what twenty-six other states have labored during the past twenty years to legislate in? The defeat of the amendment is the only means by which Wisconsin can retain her right to the position of leadership, which she has won in past years.

**CLOSING SCHOOLS.**—The civil authorities of the city or state by virtue of their police powers have the right to close the schools in time of trouble, riot, strikes, etc. Boards of health, whether state or local, have the right to close the schools in times of epidemics.

Principals and superintendents usually have the authority to close a single building when the same is unfit for school purposes on account of a fire, inefficiency of the heating apparatus, etc.

In many localities it requires a three-fourths vote in the affirmative of the entire membership of the board of education to suspend a session of the public schools, except on legal holidays. It also requires the consent of three-fourths of the members present at any regular or special meeting to consider a proposition to adjourn the schools.

**SAVINGS BANK SYSTEM.**—The object of school savings banks is "not the accumulation of money, but the inculcation of principles of thrift, honesty and self-responsibility, the up-building, through the schools, of prosperity and stability for home and state; the improvement of the organic, social and economical conditions under which we live; the moral and financial welfare of the nation."

## "THE PALE GIRL"

## Did Not Know Coffee Was the Cause.

In cold weather some people think a cup of hot coffee good to help keep warm. So it is—for a short time, but the drug—caffeine—acts on the heart to weaken the circulation and the reaction is to cause more chilliness.

There is a hot, wholesome drink which a Dakota girl found after a time makes the blood warm and the heart strong.

She says:

"Having lived for five years in North Dakota, I have used considerable coffee, owing to the cold climate. As a result I had a dull headache regularly, suffered from indigestion and had no 'life' in me.

"I was known as 'the pale girl,' and people thought I was just weakly. After a time I had heart trouble and became very nervous, never knew what it was to be real well. Took medicine, but it never seemed to do any good.

"Since being married my husband and I both have thought coffee was harming us and we would quit, only to begin again, although we felt it was the same as poison to us.

"Then we got some Postum. Well, the effect was really wonderful. My complexion is clear now, headache gone, and I have a great deal of energy I had never known while drinking coffee.

"I haven't been troubled with indigestion since using Postum, am not nervous, and need no medicine. We have a little girl and boy who both love Postum and thrive on it and Grape-Nuts."

"There's a Reason."

Name given by Postum Co., Battle Creek, Mich. Read "The Road to Wellville" in pkgs.

Ever read the above letter? A new one appears from time to time. They are genuine, true and full of human interest.

## COMING ED

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# COMING EDUCATIONAL CONVENTIONS.

(Concluded.)

Nov. 7. North Dakota Association of Science and Mathematics Teachers, at Agricultural College, N. D. Clyde R. Travis, secretary-treasurer, Mayville.

Nov. 10, 11, 12—Arizona Territorial Teachers' Association at Tucson.

Nov. 12-14. Wisconsin State Teachers' Association, at Milwaukee. Miss K. R. Williams, secretary.

Nov. 25-28—Virginia Teachers' Association; place not determined, probably at Newport News.

Nov. 26, 27, 28—Northeast Missouri Teachers' Association at Hannibal; Northwest Missouri Teachers' Association at Cameron; South Central Missouri Teachers' Association at Rolla; Southeast Missouri Teachers' Association at Cape Girardeau; Southwest Missouri Teachers' Association at Neosho; West Central Missouri Teachers' Association at Higginsville.

December 28-30: Montana State Teachers' Association, at Helena. Jesse P. Row, president, Missoula.

Dec. 29-Jan. 1. New York State Science Teachers' Association, at Syracuse. E. R. Smith, secretary, Syracuse.

Dec. 29-31. Washington Educational Association, at Spokane.

Dec. 29-31. Missouri State Teachers' Association, at Kansas City.

Dec. 30. Iowa Association of Science Teachers, at Des Moines. F. E. Goodell, secretary, Des Moines.

Dec. 29, 30, 31—Kansas State Teachers' Association.

Dec. 28, 29, 30—Minnesota Educational Association at St. Paul; Mr. C. G. Schulz, president, St. Paul.

Dec. 28-31—Colorado State Teachers' Association at Denver.

Dec. 28-31—Florida State Teachers' Association at Gainesville.

Dec. 29-31—Wyoming State Teachers' Association at Laramie.

Dec. 29-31—North Dakota State Teachers' Association at Valley City, N. D.

March 31-April 1, 2, 3—Michigan Schoolmasters' Club at Ann Arbor; Louis P. Jocelyn, secretary, Ann Arbor.

Dec. 26, 27, 28—Oklahoma State Teachers' Association at Shawnee.

Dec. 27-29—Idaho State Teachers' Association at Boise.

Dec. 28-30—New York State Teachers' Association at Syracuse.

Dec. 28-Jan. 2—California State Teachers' Association at San Jose.

Dec. 29, 30, 31—Iowa State Teachers' Association at Des Moines, Ia.

Dec. 29, 30, 31—Indiana State Teachers' Association at Indianapolis, Ind.

Dec. 28, 29, 30—Illinois State Teachers' Association at Springfield.

Dec. 28-30—New Mexico Educational Association at Albuquerque.

Dec. 29-31—Texas State Teachers' Association at Austin.

Dec. 28-30—Utah State Teachers' Association at Salt Lake City; Dr. George Thomas, Logan, president; J. L. Gillilan, Salt Lake, secretary.

Dec. 28-31—New Jersey State Teachers' Association at Atlantic City.

Dec. 29-31—South Carolina State Teachers' Association at Columbia.

## PENMANSHIP IN GRAMMAR AND HIGH SCHOOLS.

What subject in the entire grammar or high school course is of more importance than penmanship? What other subject is so poorly taught and receives so little attention as penmanship? Why is it that we hear so much at

teachers' institutes, conventions and in the school journals, complaining of poor results in penmanship? Why are seven out of ten grammar and high school pupils poor writers? What is the remedy, if there is a remedy, for the poor results in writing in the public schools?

We answer, unqualifiedly and without reservation, *the remedy is with the teacher.* Systems of penmanship, whether slant or vertical, have little to do with the result. Copy-books do no particular harm, although as they are used they certainly do little good. Teachers will never be able to turn out good writers until the teachers themselves are first taught how to write and how to teach others to write, and this is a simple thing to do if it is gone about in the right way.

Those who are familiar with recent events in this connection are aware that in every case where remarkable results have been secured they have come through the proper training of the teacher. There is no special merit in any one system or in any one method of teaching penmanship. Any one who knows what is meant by muscular movement and who will follow out a consistent course of training in this method will become a good, practical writer; and if he has the teaching instinct he will become a successful teacher of penmanship.

What is the secret of teaching writing? There is no secret. If there is, it is work. Too often the teacher at the beginning of the writing hour places the copy-books before the pupils, starts them to work and then sits down at his desk and writes a letter to a friend, or prepares for some other lesson, or watches his students to see that they keep quiet, or he does any one of a hundred other things but the one right thing, and that is to get right down at the side of his pupils and teach each one of them, first, how to hold the pen; second, how to move his arm; third, how to secure flexibility and control of the arm and hand; fourth, how to produce movement exercises, and, finally, how to form letters and produce written characters that are legible and easily executed.

Where is the educational Moses that will rise up in the wilderness of poor writing and smite the rock that will bring forth the pure water of an earnest revival in this

## Is Your English Work Satisfactory?

If not, you should investigate the merits of the Webster-Cooley group of English texts. These books really teach English—easily, effectively and economically—because they embody right principles, correct methods, and **successful school-room practice**; and because they provide a unified and definitely progressive text-book course tending through the intermediate, grammar, and high school grades. They also provide for a course suited to the **special requirements of your schools** by offering you a choice from several grade courses and two high school courses.

The following pamphlets are free upon request: "Language Teaching in the Grades," by ALICE W. COOLEY. "The Teaching of English Grammar," by W. F. WEBSTER, and "Teaching English in the High School," by W. F. WEBSTER.

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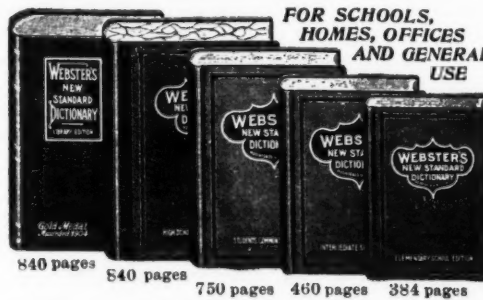
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Addenda of about 400 recent words pertaining to late discoveries in the arts and sciences (Library and High School Editions only), making these two editions 840 pages each.

**Laird & Lee, 263-265 Wabash Ave., Chicago, Ill.**

matter in the public schools?—H. M. Rowe, in the Budget.

### TEXT BOOKS.

Berry's writing books have been adopted recently in Decatur, Ill., Natick, Mass., Battle Creek, Mich., Sault Ste. Marie, Mich.

Ginn & Co. announce the publication of Horace White's Money and Banking in a third edition. The recent financial panic and resultant legislation have made this a fitting time for the revision of a book which has long been an authority in its subject. The new edition embraces the full text of the Aldrich-Vreeland act and that of the bill proposed by the currency commission of the American Bankers' Association, a summary of the Fowler bill and of the report of the currency committee of the New York chamber of commerce, together with chapters on the recent panic, on the central bank question and on cognate subjects.

### TRY US

If you are not perfectly satisfied with the service of those who have been supplying your text-book needs,—try us.

We have been in business twenty-two years. There is no school or college book published which we cannot furnish promptly, second-hand or new, at reduced prices. Write for our catalogue. We also handle school supplies. Send us a trial order. Enclose this ad.

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## Nervousness

The use of **Horsford's Acid Phosphate** has been found exceedingly valuable in nervous disorders, restoring energy, increasing mental and physical endurance, and as a general tonic.

Excellent results have also followed its use in the treatment of headache arising from derangement of the digestive organs or of the nervous system.

## HORSFORD'S Acid Phosphate.

(Non-Alcoholic.)

If your druggist can't supply you send 25 cents to RUMFORD CHEMICAL WORKS, Providence, R. I., for trial size bottle, postage paid.

### In Time of Need.

A minister was once addressing a Sunday school class on the subject of "Jacob's Ladder," when one of the smallest boys raised his hand. "Please, sir," said he, "what did angels want with a ladder when they have wings?"

The minister, staggered for the moment, sought to gain time by asking some one in the class to answer the question.

Another small voice immediately piped out: "'Cause it was moulting time, and they couldn't fly."

The children were busy with numbers, selecting and placing them in combinations.

One little miss of 5 raised her hand and said: "The girl behind me has her numbers topsy-turvy upside downside."

### The Eye of the Master.

Margie's visitor (pointing to a large oil portrait)—Whose portrait is that?

Margie—She was my mamma's great-aunt. I never heard much about her, but I should say she was a school teacher.

"Why?"

"See how her eyes follow us about."

### Feathered Royalty.

It had been a lesson in English, and the particular task was to give the masculine and feminine forms of certain words. All went well until the word "duck" was assigned.

A small hand went up. "Please, ma'am, 'duchess,'" was the information volunteered.

### Made a Fine Distinction.

The pleasant faced Sunday school teacher was trying to find out what his pupils knew. He asked:

"What little boy can tell me the difference between the 'quick' and the 'dead?'"

Willie waved his hand frantically. "Please, sir, the 'quick' are the ones that get out of the way of automobiles; the 'dead' are the ones that don't."

### Sicheres Kennzeichen.

Lilly (zu ihrer die Hochschule besuchenden Freundin): "Du, Mizi, verstehst du schon recht viel in der Küche? Weisst du vielleicht gar schon, wenn die Milch kocht?" —Mizi (voll Stolz und entrüstet zugleich): "Aber natürlich—das riecht man ja!"



URY was the name of the boy who waited on his master so well in the story of Robinson Crusoe. He never had the pleasure of using  
**DIXON'S AMERICAN GRAPHITE PENCILS** but the boys of to-day can get them in a hundred different styles, sizes, shapes, grades and colors. It is only very recently that pencils have been made in this country; formerly they all came from Germany and were sold at 10c. each. Now with improved machinery and the application of new and modern ideas they are being sold for much less, yet the standard of merit originated by the early makers has been maintained, and **DIXON'S AMERICAN GRAPHITE PENCILS** are to-day the criterion by which all other pencils are tested in the public schools of America.  
**JERSEY CITY, N. J. JOSEPH DIXON CRUCIBLE CO.**

### Little Johnny Knew.

Some time since, according to a story recently told by a member of the Philadelphia board of education, a school teacher in a small town was hearing a class in arithmetic, and in giving out some mental examples turned to a little boy named Johnny Johnson.

"Johnny," said the school marm, "if sixteen boys started toward the creek to bathe and nine of them were met by their parents and told they must not go near the water, how many would go in to swim?"

"Sixteen," was the prompt reply of Johnny.

Teacher—What is a volcano?

Fred—A mountain with a fire inside.

Mary (very surprised)—Oh, is that a mountain range, teacher?

### Not Understood.

A teacher explained the word "slow" to a class of boys and proceeded to illustrate it by walking across the room.

"Now, Fred," he said, "how did I walk?"

Fred looked puzzled and finally burst out: "Bowlegged, sir."

### He Knew.

There was a new, young teacher at one of the small new England schools. She was explaining to the class the meaning of synonyms.

"Now," she said, "can any one of you give me a word that is synonymous with jelly cake?"

There was a pause for a few minutes, and then a small hand was hesitatingly put up.

"Well, Tommy, what is synonymous with jelly-cake?"

"Please, ma'am, it's—it's belly-ache!"



### Precocious.

The parson—Well, Tommy, how are you getting along at school?

Tommy—Fine. I've got so I can write my own excuses.

### Willie's Lunch.

Little Willie had an appetite about the size of two ham sandwiches, says a writer in the Philadelphia Telegraph, and every morning when he trotted off to school he took this much for his lunch. Recently, however, Willie went to his mother before starting and made a request for more rations.

"Mamma," said he, just a little hesitatingly, "won't you put in a few more sandwiches? Two don't seem to keep my teeth exercised."

"Why, certainly," answered the fond parent. "If you thought you needed more why didn't you say so before?"

That morning Willie got four sandwiches, and a few days later he asked for six. Soon six didn't fill the bill, or, rather, little Willie, and he asked for eight. Next the eight was increased to ten, then twelve, and finally to fifteen. Evidently the lad was either growing fast or studying very hard.

It was at the fifteen stage of the game that mother became concerned. She couldn't figure how Willie could get on the outside of so many sandwiches and eat so hearty a dinner as he consumed every noon. One day she casually mentioned the youngster's wonderful appetite to a neighbor. The lady said that it looked to her like a tapeworm. This didn't help the peace of mind of Willie's mother, and the family doctor got a call.

"Doctor," said the anxious mother, "Willie is eating fifteen sandwiches a day for his lunch. Do you think that it is right that he should—"

"Certainly it is right!" interjected the doctor reassuringly. "The boy is growing and needs nourishment. You can't give him too much. Every one of those fifteen sandwiches is building up good football brawn!"

About the same time the appetite of Sammy Smith, who attends the same school, fell off. In fact, his mother noticed that he wasn't taking any lunch at all.

"Sammy," remarked the good lady, as the boy was about to start for school one morning, "why don't you take your lunch with you? You haven't taken it for several days."

"It's too much trouble to carry it," was the prompt rejoinder of Sammy. "I buy my lunch at school."

"Buy it at school!" exclaimed Mrs. Smith wonderingly. "I didn't know they had a restaurant there."

"They don't," explained Sammy, "but Willie Jones brings fifteen ham sandwiches every day, eats two himself and sells the other thirteen at 3 cents a piece to get some Christmas money."

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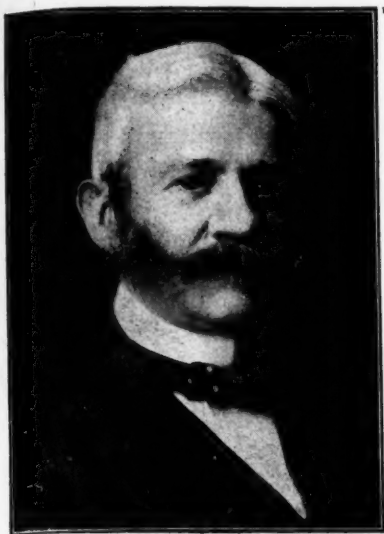
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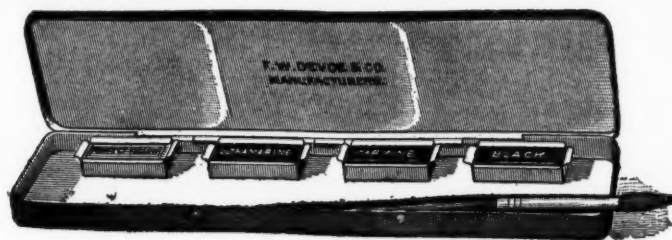
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## PART-TIME EVIL IN NEW YORK.

The overcrowded condition of the New York public schools continues, despite all efforts of the school department. More than 70,000 children attend part-time classes since the opening of the new school year. This is less than last year or the year previous.

A member of the New York board of education, in speaking of this problem recently, said:

"Part-time is like poverty in that it is always with us. The fact is one of the most humiliating among the many matters vastly to our discredit that attach to the municipal system of the metropolis. Here is the second city as to size in the whole world, with a population rapidly approaching the 5,000,000 mark; with property for purposes of taxation assessed at approximately eight billions of dollars, with its public school budget for next year already set at around \$45,000,000—and yet unable to provide school sittings for all its children of the school age who desire them, but forced to instruct many thousands of them only on part-time, and not a few of these, too, the children of parents who pay taxes! Nobody in authority can state accurately this morning the exact number of boys and girls for whom school sittings in all the five boroughs were lacking upon the opening of the schoolhouses; but if the sittings were only one short even, the fact would be a disgrace to a municipality of New York's size and wealth and boasted general supremacy in the sisterhood of American cities. A number of new schoolhouses were opened for the first time, but not all of these are in the congested parts of the city and will not solve the part-time problem by any means. It was announced some days ago, semi-officially, that the number of new sittings to be available

would be about 26,000; this would more than accommodate the increase in the number of pupils, but the sittings are not in all cases in that part of the city where they are needed or are most needed. A year ago there were 33,000 more sittings than there were pupils in the elementary schools, but part-time continued just the same. It is the 'unevenness' of the distribution of the school population and of the schoolhouses in a city of 327 square miles area that imposes the hardship on a large part of our boys and girls. We are slowly rectifying the defect, but it will take some years yet to wholly eradicate the evil. We are still engaged in paying the penalty of mal-administration twenty years and more ago."

✓ Minneapolis, Minn. The school board has appointed a special teacher in each of the high schools to assist students who are unable to keep up with their classes. It is expected that these teachers will greatly reduce the "mortality" of students who lag behind and become discouraged.

## "DEY TIME REGISTERS."

Just take a glance at our back cover. Read the advertisement of the Dey Time Register Company of Endicott, N. Y. It's worth a few minutes of your time, because it calls to your attention a complete electric program and secondary clock system which is fast being adopted by public schools and like institutions where uniform automatic clock and bell service is required, or should be.

The Dey Time Register Company, while new in the electric clock business, is well known in the time recorder field, for twenty years being the largest concern in that line in the world. Recently they have moved into their new model

factory at Endicott, N. Y., a modern, reinforced concrete plant equipped with the latest and best machinery for the manufacture of clocks and recorders.

The electric time department occupies one section of this plant, and its facilities for manufacture probably are not equalled by any similar concern in the world.

The electric time department is in charge of Mr. Herbert H. Hammond, who has long been identified with this business, his former headquarters having been in Boston. He has engaged, for the manufacture of the new line, expert electricians and clockmakers, who have been employed in the business of making school electric clock systems for many years. This means that the clocks are built right, by skilled labor, out of the best materials.

Mr. Hammond's experience in the manufacture and selling of these systems has peculiarly fitted him to know the weak points in electrical time systems, to anticipate and overcome them, so that the Dey electric time systems are the most perfect in operation and the most satisfying in results.

The reputation of the Dey Time Register Company in the time recorder field means excellence in this new line, for its guarantees back up every system installed.

In addition to its excellent manufacturing facilities the Dey company has a staff of mechanical inspectors covering the entire United States and Canada, which assures users of prompt attention at all times.

This company has just issued a beautiful catalogue in colors describing its line of clocks, which may be had upon application. It is worth having.



## A PERFECT SCHOOL CLOSET

### The "Gymnasia" Closet

Specially adapted to SCHOOLS, gymnasiums, and all buildings where strength, compactness and durability are required.

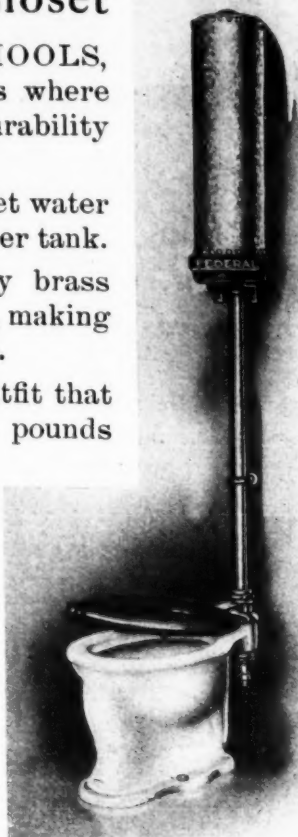
It is a syphon wash-down jet water closet, with galvanized iron water tank.

Heavy oak seat with heavy brass reinforcing strip under the rim, making the seat practically unbreakable.

The only pressure tank outfit that operates successfully at ten pounds pressure.

No kicker on the seat to split woodwork, no spindle through the bowl to strain earthenware, and all parts are exposed, thus avoiding foul- ing places.

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Kelly Octopus Fittings

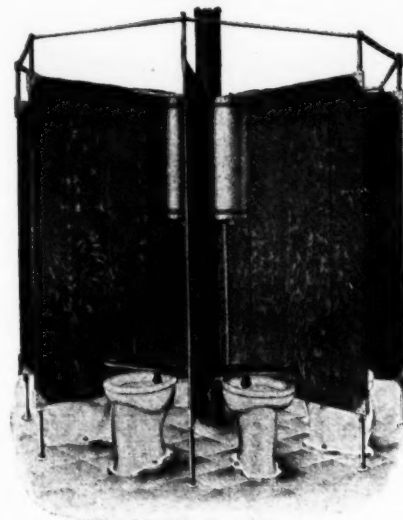
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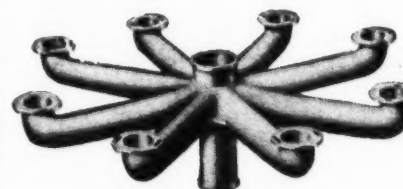
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We furnish them complete as shown.

Over 300 Kelly Closets in St. Louis Public Schools.



Kelly Octopus closet fitting complete with eight Kelly Automatic Closets. Illustration shows screens for school or factory installation (no doors).



Kelly Octopus fitting (patents applied for), when set in place, completes the roughing in for eight water closets. Note that this fitting is a one-piece casting.

WRITE FOR CATALOG

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### AIM OF TRADE SCHOOL MOVEMENT.

The aim of the movement for trade schools in New York state has been set forth in a circular letter from Commissioner A. S. Draper to the school authorities. Mr. Draper says in part:

"The point of this movement is the training of workmen in craftsmanship. It looks to the organization of two classes of schools: (a) factory schools, which train for work in factories where there are many employees who work with much machinery; and (b) trades schools, which train for the constructive trades, in which the work is essentially individual, and independent of machines.

"The new schools are to be a part of the school system, be subject to its management and articulate with its other parts, but their work is not to be mingled and confused with the work of other schools. They are to occupy rooms, have courses of work, and teachers of their own.

"The state will make an allotment of \$500 to the board of education for each of said schools, with not less than twenty-five pupils, maintained for a minimum period of forty weeks in one school year, and an additional \$200 for each teacher, after the first, employed in such school for the same period; but only when the requirements of the education department as to rooms, equipment and qualifications of teachers are complied with.

"It should be clearly shown that manual training schools or classes cannot be accepted for a factory or trades school allotment; that no teacher can be approved who is not a proved mechanic; and that no recognition can be afforded to a factory or trades school which does not amply provide for the substantial instruction of pupils in general mechanics or in a

particular trade, and which does not attract the regular attendance of a number to justify the expenditure.

"It is advised that the system be organized upon an economical footing. Often an idle building erected for a factory or some other purpose may be used. These schools should be organized not merely to make a show of doing something, but in response to a real demand, and the system must be flexible enough to meet every substantial demand which comes within the scope of the general purpose for which the state is recognizing such schools. It is suggested that boards of education advise with local commercial and labor organizations, and invite expressions from the press and from citizens, and that where a real demand appears for training in general shop work, or in any particular trade, steps be taken to meet it."

### Equipment of Rural Schools.

County Supt. Edward Adams of Elk county, Kan., has issued a list of essential apparatus and equipment which are absolutely necessary for good school work. He recommends that every rural school have:

1. Good desks, neither too large nor too small, for the children, spaced from twenty-one to twenty-seven inches in the row.
2. Good windows that will admit of being let down from the top, and well curtained. None should be placed in front of the children.
3. An abundance of good blackboard, extending nearly around the room. Slate is cheapest in the end.
4. A full set of maps, in a spring roller cased for protection.
5. A good globe.
6. An International dictionary.
7. A physiology chart.
8. A primary reading chart.

9. A well selected library, though small, perhaps.

10. A few appropriate pictures and decorations on the walls.

### SUPPLIES AND EQUIPMENT NOTES.

Atlanta, Ga. Contract for auditorium seats awarded to the Porter-Wrigley Company, Atlanta.

The Oklahoma state text book commission has adopted the Rand-McNally school wall maps and globes for exclusive use in the public schools. The contract continues for five years.

Wichita, Kan. A carload of desks has been purchased for the Webster school from the American Seating Company.

Dr. L. P. Barclay, formerly representing the Bausch & Lomb Optical Company, died on Sept. 1 at the Loomis sanatorium, Liberty, N. Y.

A safety lock for school doors has been perfected by Adam Smith, janitor of the Billings Park High school at Syracuse, N. Y. The new device is in the form of a sliding bar, having a joint in the middle. Extending back of the joint is a stiff spring in the form of a semi-circle. The doors when locked can easily be pushed open from the inside, but from the outside cannot be moved.

Mr. Smith has perfected a model for a lock on the same principle which may be used for single doors in the grammar schools.

Daylight is free and one of the greatest blessings. Do not shut out the upper or best light by hanging window shades in the old way.

The modern way is on adjustable roller fixtures (see p. 27), admitting the upper light as desired—at the same time shading the lower part of the window—protecting the eyes of teachers and students from direct glare of light.

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## CORPORAL PUNISHMENT. Argument.—

Those who defend corporal punishment contend that the old maxim "spare the rod and spoil the child" holds goods at all times, that its application maintains discipline when no other expediency can, and that it reclaims the incorrigible when other means fail.

The opponents hold that the infliction of corporal punishment is a form of savagery; that it brutalizes the teacher, hardens the culprit and has at the same time a debasing effect upon the well behaved pupil. The competent teacher, it is held, can govern by kindness and persuasion.

**Exemption.**—Parents are permitted to file with the principal a written request that their children be not corporally punished. Such children may be suspended for disorder, idleness and inattention to duties, for a period of not more than ten days for each offense; but no child can be readmitted after a third suspension without the action of the board.

All children in the kindergartens, the pupils in the high schools and girls in the grades are usually exempt.

**Freak Punishment.**—Blows upon the head, violent shaking of pupils and lone confinement is prohibited.

**How Applied.**—Either a strap or a rattan must be used when the necessity for corporal punishment arises, but must not be inflicted in the presence of the victim's classmates or during the lesson in the course of which the offense is committed. It should be applied only in extreme cases, as a last alternative, and only by the principal or by his express authority. The presence of a teacher is required in many localities to prevent excessive punishment and provide a competent witness.

**Tendency.**—Nearly one-half of the larger cities have abolished corporal punishment. The tendency in recent years has been to reduce the application of corporal punishment to a minimum. While some school systems have abolished it entirely, it has been deemed wise by others to take no official action, yet let it gradually sink into disuse. Teachers prefer that the rule authorizing them to inflict corporal punishment remain, although they may seldom if ever avail themselves of it.

"Healthful Air" is the title of a booklet discussing its necessity and the means of its pro-

duction in schools and public buildings. Incidentally, the "Peerless Air Washer" of the New York Blower Company is described and illustrated.

The widespread popularity of the domestic science outfits marketed by the Orr & Lockett Hardware Company of Chicago is ex-

emplified by important sales made every month. A few of the most recent are to:

Lewis Institute, Chicago, Miss Mabel Wellman, principal.

University of Wisconsin, Madison, Wis., Miss E. Fewson, purchasing agent.

Joplin public schools, Joplin, Mo., Miss L. Phelps, principal.

University of New Mexico, Albuquerque, N. M., Miss F. E. Smith, principal.

West Side High School, Aurora, Ill., Miss Phoebe Copp, principal.

Northwestern State Normal School, Alva, Okla., W. L. Ross, president.

## The Standard Domestic Science Cook Book.

By William H. Lee and Jennie A. Hansey. 522 pages. Price (gift edition) full leather, \$2.50; washable Keratol, \$1.50. Press of Laird & Lee, Chicago.

Over two years of constant effort have been necessary to separate, from the thousands of obtainable recipes, the 1,400 given in this book. Every one selected has been actually demonstrated by a competent chef, so that "good taste" in selection is quickly noticeable by one familiar with the culinary art. The entire field of domestic science is covered by the thirty-two departments into which the recipes given are divided. These departments treat fully of many subjects which are not to be found in the ordinary cook book, such as famous southern recipes, sickroom recipes, marketing, carving, a bride's department, the modern kitchen, the laundry, embroidering and sewing, etc.

Among the special features which are worthy of note are the 135 special engravings, including sixteen full page lithographic plates in natural colors; the fireless cook stove, which is fully described, and the methods of preparation and length of time to cook various foods given; French terms used in cooking, with English equivalents, is a very useful feature.

The system of indexing is new and original, making it possible to locate any desired recipe quickly. The points on good housekeeping will appeal especially to mothers and brides, while the department of domestic economy will appeal especially to those interested in domestic science, for it gives in a concise and clear

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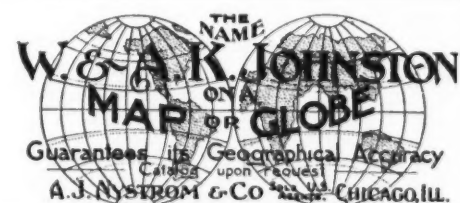
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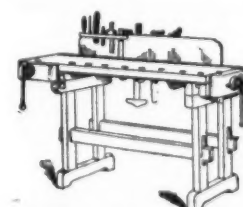
manner all information necessary to successfully conduct a class in this new department of our educational system.

The book surely will become an authority on cooking, and the care shown in arrangement of text and the ease of access due to careful indexing should create a large and lasting demand for copies.



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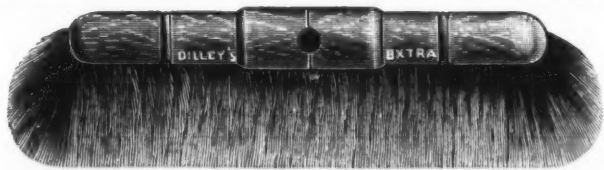
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## ALABAMA.

Russellville—Contract was let for school. Hartsells—Contract was let for school. Butler—Arch. Edward Love will prepare plans for school. East Lake—6-room school will be erected; \$9,500.

## ARKANSAS.

Fort Smith—Arch. F. M. Blaisdell has plans for 2-story school. Pocahontas—School will be erected. Walnut Ridge—2-story school will be erected; \$10,000. Mena—Arch. Klingensmith let contract for school; \$12,000. Success—Contract was let for 6-room school.

## CALIFORNIA.

Covina—Sketches have been submitted for high school. Melrose—Plans will be submitted for school; \$20,000. Redlands—School will be erected; \$40,000. Riverside—Arch. S. L. Pillar will prepare plans for school. Los Angeles—Arch. T. Franklin Power has plans for parochial school. Santa Ynez—Union high school will be erected.

## COLORADO.

Del Norte—Plans are being prepared for high school; \$10,000. Greeley—School will be erected, dist. No. 1. Fort Morgan—Site has been secured for school.

## CONNECTICUT.

New Canaan—Arch. Ralph Shepard, New York City, is preparing plans for 2-story school; \$40,000. Newington—Site has been selected for school.

## GEORGIA.

Dublin—\$12,000 has been reserved for erection of school. Menlo—Arch. Frank McGinnis, Lafayette, has plans for 2-story school; \$8,000.

## IDAHO.

Troy—8-room school will be erected. Middleton—8-room school will be erected.

## ILLINOIS.

Belvidere—High school will be erected. Joliet—Citizens are contemplating erection of township high school. Murphysboro—2½-story school will be erected; \$25,000.

## INDIANA.

Lima—Archts. Schneider & Austin, South Bend, have plans for 2-story school. Attica—Archts. Spencer & Temple, Champaign, have plans for school; \$45,000. Farmland—School will be erected; \$30,000.

## IOWA.

Woodward—School will be erected. Afton—School will be erected, dist. No. 8. Benton—Township high school will be erected; \$30,000. Mason City—School will be erected; \$30,000. Cleopatra—School will be erected. Kingsley—School will be erected. Hills—Parochial school will be erected; \$6,000.

## KANSAS.

Kling—1-story school will be built. Wellington—Arch. J. H. Felt, Kansas City, is preparing plans for two schools. Jewel—Contemplate erection of school. Goodland—High school will be erected; \$20,000. Waltham—School is being contemplated. Fall River—Arch. C. W. Squires, Emporia, has plans for 2-story school; \$10,000.

## KENTUCKY.

Lexington—High school will be erected.

## LOUISIANA.

Union—School will be erected. New Orleans—School will be erected on Bourbon street. Tallulah—Erection of school is proposed; \$20,000.

## MARYLAND.

Sharptown—High school will be erected.

## MASSACHUSETTS.

Lenox—Archts. Mills & Greenleaf, New York City, have plans for high school. Palmer—Plans are being prepared for high school; \$38,000. Boston—School will be erected; \$450,000.

## MICHIGAN.

Gobleville—\$8,000 voted for school. Bronson—2-room school will be erected. Wakefield—Arch. J. C. Llewellyn, Chicago, is preparing plans for school; \$40,000.

## MINNESOTA.

McKinley—1-story school will be erected. Laverne—Arch. W. E. Greene has plans for school. Waterville—High school will be erected. Clear Lake—School will be erected. Mizpah—4-room school will be erected. Duluth—Contract was let for school. Anoka—School will be erected. Kingston—School will be erected. Sebeka—School will be built, dist. No. 216.

## MISSISSIPPI.

Madison—Site has been secured for school. Lucedale—Site was secured for school. Inka—Agricultural school will be erected; \$15,000. Quitman—Archts. Hutchin & Garvin, Mobile, have plans for 2-story school; \$15,000.

## MISSOURI.

Livonia—2-story school will be erected. Appleton City—Archts. Garstang & Rea, Joplin, are preparing plans for 2-story building, Appleton Academy. St. Joseph—Contract was let for school. Eureka—High school will be erected.

## NEBRASKA.

Pilger—Contract was let for school. Gretna—School will be erected. Homer—Arch. G. W. Burkhead, Sioux City, Ia., has plans for school. Snyder—School will be erected. Dodge—Archts. Eisenbraut Co., Kansas City, are preparing plans for 2-story school; \$7,000. Loomis—Archts. Eisenbraut & Co., Kansas City, are preparing plans for 2-story school. Fairbury—8-room school will be erected. Fremont—Contract was let for school, dist. No. 63.

## NEW JERSEY.

Englewood—Archts. Taylor & Mosley, New York City, have plans for 2½-story school; \$60,000. Millville—17-room school will be erected. Paulsboro—Arch. Walter Titus has plans for school. Rahway—12-room school will be erected. New Market—School will be erected.

## NEW MEXICO.

Artesia—High school will be erected.

## NEW YORK.

Seneca Castle—Arch. M. L. Van Kirk, Waterloo, will receive bids for 1-story school. Hamburg—Arch. Thomas W. Harris, Buffalo, has plans for school; \$20,000. Newburgh—School will be erected, dist. No. 10. Mattewan—Arch. Charles B. Van Slyke has plans for addition to high school. Rome—12-room school will be erected; \$40,000. Haverstraw—School will be erected. Sidney Center—Archts. T. I. Lacey & Sons, Binghamton, have plans for a school; \$4,000.

## NORTH CAROLINA.

Statesville—Contract was let for high school. Mebane—Arch. H. C. Linthicum, Durham, has plans for 2-story school.

## NORTH DAKOTA.

Burlington—School will be erected. Mott—School will be erected, Chilton dist. No. 12. Edgeley—2-room school will be erected. Jud—2-room school will be erected. Scranton—School will be erected. Aurelia—Arch. R. T. Frost, Minot, has plans for 1-story school. New England—Two 1-room schools will be built. Carrington—School will be erected. Temple—School will be erected, Grinnell dist. No. 4.

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## OHIO.

Struthers—Plans will be prepared for school. Favorite Hall—School will be erected.

## OKLAHOMA.

Bartlesville—Arch. C. W. Squires, Emporia, Kans., is preparing plans for 3-story high school. Taft—Arch. H. H. Brickley, Muskogee, has plans for 2-story school. Minco—School will be erected. Fort Towson—Archts. Glenn Bros., Hugo, have plans for 2-story school. Afton—Arch. W. A. Cann, St. Louis, Mo., has plans for 2-story school; \$25,000. Ninnekah—Archts. Hair & Smith, Salina, Kans., have plans for 2-story school; \$12,000. Sayre—2-story school will be erected. Garvin—Archts. Glenn Bros., Hugo, have plans for 2-story school; \$6,500. Enid—8-room school will be erected. Snyder—Arch. William McCance, Hobart, has plans for 2-story school. Jenks—Arch. J. J. Glanfield, Tulsa, has plans for school; \$10,000. Oakland—Archts. Tackett & Myall, Ardmore, have plans for 6-room school. Edmond—School will be erected; \$4,000. Luther—\$8,000 voted for school. Pocasset—4-room school will be erected. Pryor Creek—Contract was awarded for school; \$20,000. Boley—2-story high school will be erected. Fort Gibson—4-room school will be erected; \$7,000. Illinois Station—Contract was let for school; \$5,000. Davis—\$18,000 was voted for school. Cherokee—High school will be erected. Gage—Plans are being prepared for 12-room school; \$20,000. Collinsville—Arch. Griffith, Sapulpa, has plans for 2½-story school; \$25,000. Ramona—Archts. Layton & Smith have plans for 2½-story school; \$30,000. Valliant—Archts. Glenn Bros., Hugo, have plans for 2-story school; \$8,500. Kiefer—School will be erected. Roff—Plans have been accepted for school; \$20,000. Wapanucka—\$10,500, bonds, issued for school.

## OREGON.

East Clackamas—School will be erected.

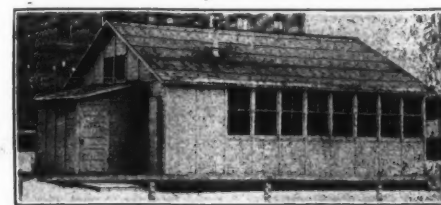
## PENNSYLVANIA.

Kittanning—Arch. R. H. Megrave has plans for 2-story school. Wernersville—School will be erected on South Mountain. Philadelphia—Plans have been prepared for 3-story school; \$30,000. Brownsville—Contract was let for school. West Mayfield—2-story school will be erected.

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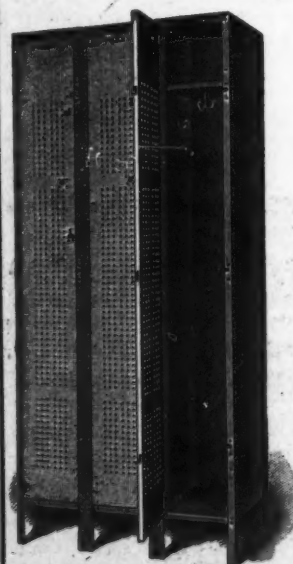


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### VIRGINIA.

Newport—School will be erected. Livingston—High school will be erected. Norwood—High school will be erected. Roseland—High school will be erected. Lexington—Arch. C. M. Robinson, Richmond, has plans for school. Manassas—3-story school will be erected; \$20,000. Chase City—School will be erected. Radford—8-room school will be erected.

### WISCONSIN.

Allen Grove—Arch. F. H. Kemp, Beloit, is preparing plans for 1-story school. Milltown—School will be erected, dist. No. 4. Leeman—Arch. W. W. De Long, Appleton, is preparing plans for 2-story school. Crystal Lake—School will be erected. Westby—School will be erected. Mattoon—Arch. Joseph P. Jogerst, Wausau, has plans for 2-story school. Summit Lake—Arch. Joseph Jogerst, Wausau, has plans for 1-story school. Canton—School will be erected. Green Bay—\$125,000 will be appropriated for school. Lyndon Station—Arch. Schick & Roth, La Crosse, have plans for 2-story boarding school; \$6,000.

### WHOSE FAULT, YOURS OR THE JANITOR'S?

It is strictly human to attend to one's own business first, not only human, but necessary and right. Therefore the powers that be appoint a superintendent and hire a janitor or approve the superintendent's choice. Then some one tells him to keep the school building clean, ventilated and heated, turning back to the daily duty, and too often that ends the matter. "Why, of course," says someone, "we examined him on the important features of his work and found him qualified. It is up to him to do the work."

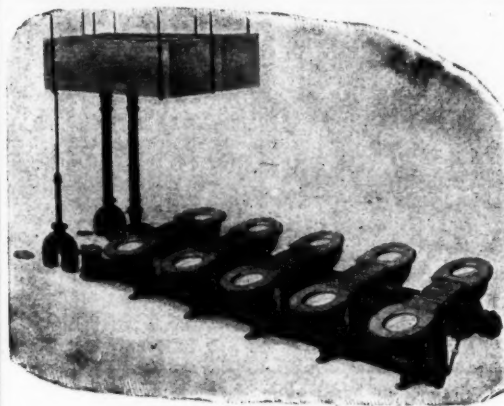
But does he? Do you know? The janitor in nine schools out of ten chooses his own methods and suits them to his own convenience. Well and good, but what are his methods and what is the degree to which his convenience is private instead of public? In the tenth school he is a student of sanitation and suits his convenience to the health and well being of the school. We all know that. But what is he in the other nine schools? What is he in your school? For instance, when asked his reason

for using a certain method of sweeping, which, by the way, he was misusing, one janitor replied: "It's furnished by the board. I don't like it, but I use it because it's furnished by the board."

"Why do you not try to use it to the best advantage, even if it does not just please you in every way? At least you can get better results than these."

"Because I don't like it. It's too much bother."

Here was a man paid by the public, with the public health in the palm of his hand, doing



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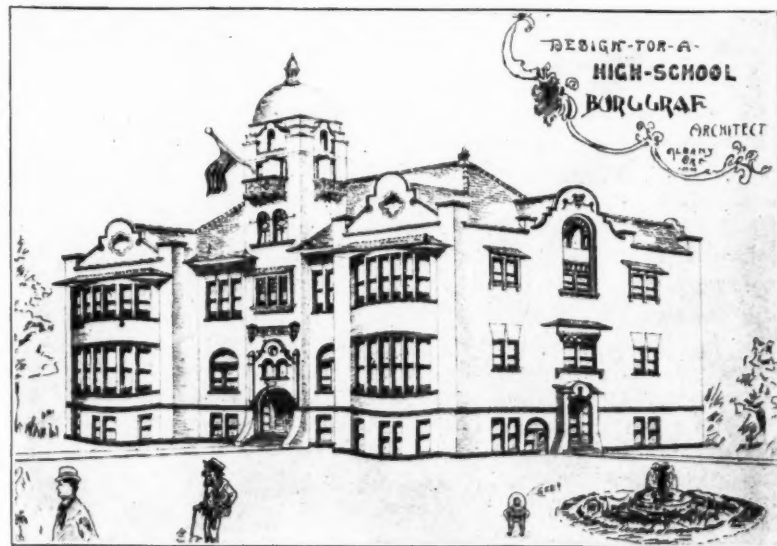
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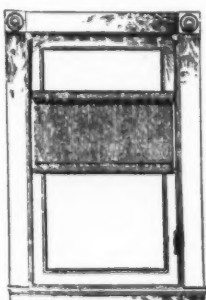


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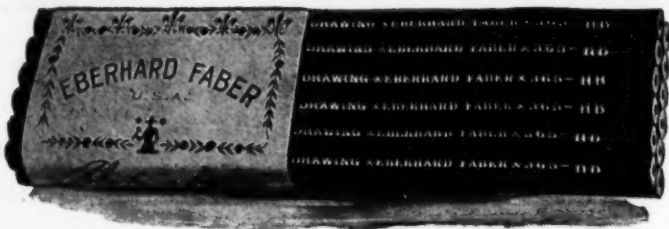
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as he pleased with it and no one interested enough to say him nay.

In the next town a janitor was using the same method and using it perfectly.

"When did you get this?" he was asked.

"Why, I read about it in one of the school board papers and thought it would keep the floors in better shape. It looked at first like it might mean more work, but I am here to get the best results. However, it turned out to be less work as soon as I got it learned."

"Do you take the School Board Journals?"

"I get them from the superintendent every little while and they have helped me to put this school in so much better shape that I now am head janitor for the schools of the town. I got it all from studying the school journals and everything I could find on subjects of sanitation and care of public buildings."

This discussion is made most important by the fact that many janitors are not graduated from a school of ethics and often do not apprehend the fact that their own best interests lie within the best interests of the school and the health of the community, and a glaring instance of this is a janitor in central Illinois who complained that his health was failing since he had entered school work. Small wonder. He swept the floors with a broom, and by so doing inhaled at least 150 cubic inches of dust-laden air eighteen times a minute for three hours every day. When asked why he did not

use a more sanitary method, his reply was: "I druther use this," and the situation indicates that somebody else would "druther" "mind his own business" than to educate that janitor to sanitary methods or save his life by firing him back to the healthful occupation of carrying hod.

That the majority of school boards are giving deep and lasting consideration to scientific cleaning of schoolrooms is indicated by the steady growth of school trade on sanitary appliances.

To illustrate: The reservoir brush, known as the "Milwaukee Dustless Brush," has been permanently adopted by 1,000 new school boards each year for several years. The permanent number of users of this method among public schools is now between 6,000 and 7,000 schools, exclusive of the colleges and universities that are also continuous users.

This school trade has been built principally on approval, one brush being sent out on thirty days' trial, express prepaid, to any school board making the request.

The claims of the manufacturers (and 6,000 school boards, with twice that many expert janitors, are ready to back those claims) are that six to eight minutes only are necessary to clean a room of forty to sixty desks, leaving no dust on the floor, in the air, nor on the desks.

The cost is guaranteed by the manufacturers to be less than \$1 per year, per 5,000 square feet, and the result is a clean, white, dustless and disinfected floor at less expense of time and money than any other method demands.

It would seem a profitable step for any school board, superintendent or janitor to request a brush on trial from the Milwaukee Dustless Brush Company of Milwaukee, Wis., and test it with the object of learning what makes it so valuable an asset that 6,000 public schools and hundreds of colleges and universities stand ready to enthusiastically recommend it.

## NEW BOOKS.

(Concluded from Page 15.)

## Famous Indian Chiefs I Have Known.

By Major General O. O. Howard, U. S. A. 364 pages. Illustrated. Price, \$1.50. The Century Company, New York.

A healthy, wholesome book for boys. General Howard is the last living commander of the Civil War, and in his long experience on the plains knew intimately nearly all of the famous Indian chiefs in the west and south. In this book he tells the story of how he met them in war and peace, and weaves into his narrative much of their life stories. The book has the charm and dramatic interest of the best Indian fiction, which is intensified with the assurance that all is a true story.

The book is printed in large, clear type on eggshell paper, and illustrated with photographs, and drawings by George Varian. It will be found of value to teachers in illustrat-

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ing the geography and the history of the western states. For gift purposes the book should prove especially popular.

## Supplemental Problems in Arithmetic.

By L. V. Arnold. Paper cover, 136 pages. Price, 25 cents. Published by the author, Amsterdam, N. Y.

The teacher who is looking for practical, every-day problems will find this little booklet of considerable help. It is arranged to be used in connection with any standard text book to widen the student's practical knowledge in applying arithmetical principles to problems which he will meet in actual life.

## TOO LATE TO CLASSIFY.

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